


Spring 5-15-2016

Enhancing English Language Proficiency in Taiwan's Heterogeneous EFL Classrooms through Informed Cooperative Learning Strategies

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University of San Francisco

**Enhancing English Language Proficiency in Taiwan's Heterogeneous
EFL Classrooms through Informed Cooperative Learning Strategies**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
by Donald Scott Jacobson
May, 2016

Enhancing English Language Proficiency in Taiwan's Heterogeneous EFL Classrooms through Informed Cooperative Learning Strategies

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

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Donald Scott Jacobson

May 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson Dr. Luz Navarrette García

Date

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ACKNOWLEDGEMENTS

I want to sincerely thank all of my fellow classmates and professors- most of whom have assisted me towards reaching my educational goals. If it were not for those mentioned, I would not have gotten to this point. In fact, much of the University of San Francisco's M.A. TESOL program is collaboratively facilitated through peer work among members of the U.S.F. School of Education's Intercultural and Multicultural Education Department. Hence, the M.A. TESOL program has allowed me to realize the cultural implications of my Field Project from a culturally broader perspective where the interaction and feedback between students and faculty have helped me bring to fruition the culmination of research that is embodied in my Field Project.

Most importantly, I want to thank Dr. Popal for his guidance and expertise in inculcating the importance of the many theoretical issues surrounding the TESOL profession. Because of Dr. Popal's invaluable instruction and feedback, I have developed a greater understanding of the TESOL's pedagogical components and how they are inter-related within each sequential step of U.S.F.'s M.A. TESOL program.

Finally, I want to thank Dr. Dixon and Dr. Garcia for their guidance that has been useful for the development of my Field Project. Essentially, Dr. Dixon's Methodology of Educational Research course helped me clarify both the direction and research methods that are the cornerstone of my Field Project. Likewise, Dr. Garcia provided invaluable feedback on the organizational components of my project and helped me set deadlines periodically while taking her M.A. Thesis/Field Project course.

ABSTRACT

This Field Project acknowledges the high prevalence of heterogeneous classes in Taiwan's EFL language schools and, additionally, seeks to empower EFL teachers by providing a solution for said imbalance. Because of the misinformed EFL guidelines that have influenced Taiwan's language-in education policies, the stakeholders of Taiwan's EFL classrooms-e.g. administrators, students, parents, etc.- have not directly addressed the complex issues that have contributed to the problematic heterogeneous classroom situation (as cited in Chen, 2013, p. 159). For this reason, my Field Project seeks to empower and educate foreign NEST teachers who are working in Taiwan so that they may contribute to a solution to the personnel and material policies that have affected the quality of education within Taiwan's many EFL classrooms.

Through the development of my Field Project workbook "An EFL Teacher's Workbook for Taiwan's Heterogeneous Classrooms," I have created a means through which foreign NEST teachers can better address their students' needs by creating an educational framework that integrates both collaborative learning and Communicative Language Teaching. Notwithstanding, intercultural communication, assessment instruments, mixed-method approaches, and lesson plan activities are the workbook material contents that will help NEST teachers help further their course objectives while improving the overall performance of their classes.

CHAPTER I INTRODUCTION

Statement of the Problem

Over the last decade, I worked as an English as a Foreign Language (EFL) teacher in Taiwan (the Republic of China) for a cumulative period of two and a half years. It was not until recently that I had come to the realization that I did not know exactly why my students had generally performed at varied levels of EFL proficiency; in fact, many of them had exhibited a wide range of EFL competencies even though they were all at the same EFL class level. Invariably, the students who were attending my advanced and superior EFL classes were not performing at language proficiency levels that are indicative of the language skills associated with students who are at an advanced level. In retrospect, it seems as though the language schools where I had worked were at least partially responsible for the incongruity of not placing the students into EFL classes that would be representative of their respective EFL proficiency levels. It was in moments, like those mentioned, that I had often questioned why there were not standardized teaching procedures in most of the private language schools where I had taught-e.g., proper needs analysis, assessment instruments, materials, and such. How could an EFL teacher possibly address the huge language proficiency gap associated with the lack of an institutionally mandated means of addressing the placement of EFL students into classes according to their respective needs or competency/proficiency levels?

By both understanding and questioning the broader EFL educational policies in Taiwan, an educator might acquiesce to the reality that there are politically mandated educational issues that are outside the realm of what an individual teacher has personal control over. In fact, Taiwan's EFL language education policymakers have garnered

criticism by the stakeholders of the EFL classroom domain (e.g.-parents, students, teachers, etc.) because they have failed to directly address the issues that have maintained the imbalance of student proficiency levels that are present in many of Taiwan's ubiquitous heterogeneous EFL classrooms (Chen, 2013).

Researcher Ai-hua Chen, (2013) examined the politically based casual dimensions that are both directly or indirectly responsible for the heterogeneous classroom problem by examining Taiwan's language-in-education policy issues. For example, Chen points out five specific issues (as cited in Kaplan & Baldauf, 2003) related to various aspects of important language-in-education policy issues that have affected Taiwan's EFL education classrooms:

(1) the inconsistency in starting grade levels for English education (access policy); (2) the shortage of qualified English teachers (personnel policy); (3) the divergence of textbooks being used (materials policy); (4) large classes made up of students with mixed proficiency (access policy); and (5) the effects of EFL education on the learning of other languages (curriculum policy). (p.159)

The language-in-education policy that an EFL teacher has the most authority over-based on my own experience-is the fourth "access policy" issue (listed above): the mixed proficiency classroom often predisposes some potentially deleterious consequences for EFL teachers that do not understand nor negotiate the personal needs of EFL students whose EFL proficiency skills differ. In other words, if a non-native teacher of EFL (a "non-NEST") or native EFL teacher ("a NEST") fails to understand how the systemic prevalence of Taiwan's mixed proficiency EFL classrooms, attributable in large-part by educational policy issues, affects the learning environment in which EFL students learn

in, then both native, and non-native speaking, EFL teachers should logically assume that their EFL students will often fail to acquire a higher standard of EFL language proficiency skills needed to excel in the real-world-outside a mixed proficiency classroom. Indeed, the mixed proficiency classroom is ostensibly the domain where Taiwanese EFL students must increase their varied EFL language proficiency/competency levels in-order to acquire a higher-level of EFL language acquisition that is needed for success inside and outside the classroom.

Wen-Feng Tsai reveals that the dominant teaching EFL teaching method that NEST teachers and non-NEST Taiwanese EFL teachers have incorporated is the Grammar Translation Method (as cited in Chen, 1999); in fact, the Grammar Translation Method is less commonly known as the Classical Method. Moreover, language teachers used the Grammar Translation Method many years ago to get language learners to translate a foreign second language into their own, first language. Taiwanese researchers (Chen, 1999; Su, 2006) point out the history of Taiwan's EFL language instruction and the dominance of the Grammar Translation Method that has been used in Taiwan's EFL classes for nearly seven decades:

Since 1949, the Taiwanese government has mandated English instruction in secondary schools. Initially, secondary schools (for students aged 12 – 18) focused on reading and writing skills, and colleges focused on reading and listening (Su, 2006). According to Chen (1999), English education was teacher-centered, with a focus on grammar-translation, which emphasizes linguistic over communicative competence (as cited in Tsai, 2006, p.2).

As a result of the lack of systemic efficacy in dealing with the mixed-proficiency

classroom needs, Taiwan's EFL teachers outwardly seem less qualified for dealing with the needs of their students; therein, lies a second problem: in Taiwan, there has been a shortage of qualified EFL teachers, and the second educational policy issue on p. 2 lists "the shortage of qualified English teachers (personnel policy)" as a significant language-in-education problem (Kaplan & Baldauf, 2003). Authors Mihyon Jeon and Jiyoong Lee (2006) elucidate the modest or absent vocational training that are the pre-employment requirements for NESTs who are seeking employment as EFL teachers in Taiwan: "A Bachelor's degree in any discipline or an Associate's degree with a TEFL/TESOL Certificate is required. However, most elementary and kindergarten-level schools do not require Anglophones to have previous teaching experience or ESL certification" (p. 55). Unless there are qualified foreign NESTs and Taiwanese non-NESTs to fill the demand for well-trained EFL teachers, then there will continue to be an evident EFL teacher shortage of competent teachers. One might argue that not hiring qualified foreign NESTs is not a problem; however, after reading the following criteria that elucidate the qualifications that Taiwanese, non-NESTs, teachers must possess as a requisite to teach EFL, one might agree that there should be a higher minimum entrance requirements necessary for non-NESTs:

- Some English teachers were certified under a nation-wide training scheme in 1999.
- Other primary teachers who have passed the international TOFEL examination with a score of 213 or better can achieve [an] equivalent certification.
- Still others achieve certification by completing university-level English-

related majors and receive additional training (Ministry of Education, 2003; Chen, 2003, p.160).

Without meaningful informed EFL techniques, or learning strategies through which EFL teachers can utilize to create a learning environment wherein Taiwanese students of different proficiencies can perform at an academic level worthy of achievement, there will continue to be an *imbalance of learner competencies* that could be properly mitigated if specific cooperative learning techniques are employed by a qualified EFL teacher/facilitator whose teaching approaches balance the proficiency levels of higher-level students and lower-level students through a range of informed, cooperative learning, based curricula. In other words, by utilizing a collaborative learning approach as a means to mitigate the deleterious effects of non-standard EFL assessment procedures; misinformed program objectives, and ambiguous EFL language learning goals, both the NEST and non-NEST EFL teachers could better assist Taiwanese EFL learners of mixed-proficiencies to boost their EFL proficiency levels within Taiwan's public and private heterogeneous EFL language school domains.

In short, I feel that both the NEST and non-NEST EFL teachers *must* integrate the prescribed cooperative learning/teaching methodologies and materials as a means to mitigate the negative effects that are inherently attributable to the mixed-qualifications of EFL teachers; access policy issues and one-dimensional teaching methods or approaches. Doctoral researcher, Li Li Lin, et.al. (2010) further emphasizes the importance of integrating cooperative learning/methodologies in Taiwan's EFL classroom by quoting what other leading EFL researchers have learned about the effectiveness of cooperative learning strategies: "In language teaching and learning, group work has been viewed as a

powerful technique for the attainment of both English and basic skills” (as cited in Lin, 2010, p. 33). Further, some modicum of observation based needs analysis procedures- e.g., a formative assessment could serve as a reference point through which some preliminary assumptions about the overall EFL proficiency levels of each student are implicitly understood and where the students’ short-term or long-term EFL goals could be met. Summative assessments or testing procedures that are centered around a cooperative learning based workbook would encourage teacher and student, alike, to facilitate each course objectives and goals within Taiwan’s EFL classrooms.

In summary, my Field Project seeks to address the heterogeneous classroom’s proficiency gap problems through the implementation of cooperative learning methodologies. For this reason, the earlier mentioned language-in education policy issues will utilize cooperative learning methods to address three important policy issues : (1) The personnel policy issues that are associated with the hiring of less qualified teachers can be mitigated by informing them of the benefits of cooperative based learning approaches and their application in the classes in which they work. (2) The access policy issues that have separated lower achieving students from higher achieving students can, also, be better addressed through cooperative based learning activities-e.g. Jigsaw tasks, Think-Pair – Share, Round-Table Groups, etc. (3) The materials policy issue that has essentially been “a one size fits all” method of utilizing the same textbook material regardless of a student’s actual proficiency level can be upgraded by integrating cooperative learning lesson modules in my Field Project workbook as a means to balance any gaps between students who intrinsically possess a lower or higher than average proficiency in any given EFL class.

Purpose of the Project

By acknowledging the need to better assist Taiwanese EFL students in classrooms that are populated with an ostensibly heterogeneous student body, I have chosen cooperative learning methods and materials as the foundation of my M.A. TESOL Field Project.

The goal of my field project is to both provide an EFL teacher/student workbook, based on cooperative learning strategies, and to inform EFL teachers, many of whom are living and working in Taiwan, about the importance of developing cooperative learning strategies within EFL/ESL classes where there are dominant groups of students with heterogeneous/mixed EFL proficiencies and whose students' primary language and culture is ostensibly Chinese. Specifically, the higher-level EFL students of Taiwan's mixed-proficiency EFL language schools and NEST EFL teachers will become the beneficiaries of my informed cooperative learning based workbook. Similarly, my field project workbook will guide and facilitate teachers, NEST and non-NEST alike, that are both wanting and needing to bridge the EFL proficiency gaps present in their heterogeneous classrooms by setting attainable objectives and goals for themselves and their students so that they may actualize most of the cooperative learning strategies embodied within my cooperative learning based lesson plan workbook. Further, the students median age range within higher-level courses is typically between 18-30 years of age (+/- 2-10 years).

In conclusion, my cooperative learning based workbook would be useful in places, like Taiwan's EFL/ESL environment, where students of mixed-proficiencies could work collectively to assist each other and work more independently towards their EFL language goals. However, by considering the implementation of cooperative learning

strategies in a culturally diverse EFL/ESL classroom, an EFL/ESL teacher must consider the possibility that he/she should be aware of any detrimental effects that might stem from different student personalities or learning styles. Further, said effects might include the possibility that some students might be less willing to participate willingly in groups where there are dominant members; perceived higher-language skills; personal disinterest; and poor time-management skills. Finally, EFL teachers who utilize cooperative based learning strategies within a foreign country, should also consider proper Intercultural Communication strategies as a necessary bridge between their Occidental Culture and Taiwan's Oriental Culture. A necessary intercultural bridge would encourage the development of trust between foreign teachers and foreign-native Taiwanese students.

Theoretical Framework

Various paradigms of language acquisition theories form the foundation of my theoretical framework, most of which are centered around cooperative learning strategies. Further, the said theoretical paradigms are comprised of the following body of literature:

(1) Stephen D. Krashen and Tracy D. Terrell's *The Natural Approach: Language Acquisition in the Classroom* (1983) (2) David W. Johnson and Roger T. Johnsons' *Cooperation and Competition: Theory and research* (1989) (3) Deardorff's *Process Model of Intercultural Competence* (2006).

Krashen and Terrell's book *The Natural Approach: Language Acquisition in the Classroom* (1983) contains general principles that are essential when addressing language acquisition issues in a heterogeneous classroom. Moreover, I have chosen three of the five general principles of the Natural Approach which are relevant and are integrated into my Field Project workbook: The Acquisition-Learning Hypothesis; The Input Hypoth-

esis; and the Affective Filter Hypothesis. Krashen and Terrell describe the functions of the three aforementioned Hypothesis : (1) The Acquisition-Learning Hypothesis allocates more time for the acquisition of language through activities rather than using prescriptive methods associated with traditional language instruction p. 59). (2) The Input Hypothesis states that the classroom should be a place where comprehensible language acquisition occurs; to support this assertion, the $i + 1$ concept is dependent upon the appropriate level of comprehensible input (i.e., the i)plus newer input (i.e., the $+ 1$) that is just one current comprehension level higher than the previous level of learner comprehension. Hence, the input hypothesis is a means to scaffold the knowledge that a language learner possesses with that which he/she continues to develop (p. 59). (3) The Affective Filter Hypothesis seeks to lower the affective filter of the student by focusing on one language skill at a time. Further, the student is given time to speak and be rewarded positively for their efforts. Therefore, errors are not directly corrected when a student makes an error or mistake (p. 59).

At the philosophical core of my field project lies the theoretical framework of my field project workbook. Essentially, the key or core component of my field project workbook is known as the collaborative learning or cooperative learning approach. Historically speaking, cooperative learning strategies are best illustrated by those whom have noted its virtues. For example, Johnson & Johnson (1989) point out the history of cooperative learning strategies “Cooperative learning is an old idea. The Talmud clearly states that in order to learn you must have a learning partner. In the first century, Quintillion argued that students could benefit from teaching one another” (p. 9). The famous quote “Qui Docet Discet” (when you teach, you learn twice) (Johnson and Johnson, p. 9) was

spoken by the famous Roman Philosopher Seneca as an aphorism that supports his philosophy of learning which embodies what is known, today, as cooperative learning. Furthermore, the cooperative learning approach, also, supports my rationale and personal philosophy towards developing a cooperative learning workbook for teachers and students, like myself, whom teach and learn within Taiwan's heterogeneous classroom milieu.,

Authors Johnson, Johnson, and Holubec (1993) elucidate the essential processes of the cooperative learning approach: "Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning groups), and to provide long-term support and assistance for academic progress" (pg. 9,10). Because cooperative learning strategies are an essential part of my workbook, I have chosen to include the said teaching strategy as a means to both address the pervasive use of the Grammar Translation Method (as mentioned earlier) and mitigate the negative effects of the heterogeneous classroom. Additionally, David W. Johnson and Roger T. Johnsons' *Cooperation and Competition: Theory and research* (1989) is an essential facet to my workbook content because it is from Johnson's and Johnson's informed cooperative learning approach that I will develop much of my overall field project objectives.

Finally, Deardorff's Process Model of Intercultural Competence (2006) is theoretically important to my field project because it underscores the need for intercultural communication as it relates to learning within a culturally diverse EFL global community of students. To illustrate the importance of intercultural communication in the EFL classroom, Deardorff (2006) sums up the humanist dimensions behind her theo-

retical model of intercultural communication:

As we continually search for ways to get along together as human beings sharing this one planet, the need to transcend boundaries, to bridge and transform our differences, to be in relationship with one another, to join in the oneness of our humanity while accepting our differences [...]In the end, intercultural competence is about our relationships with each other and ultimately, our very survival as humankind, as we work together to address the global challenges that confront us in this century (as cited in Deardorff, 2006, p. 2, 3).

Significance of the Project

My field project work is significant because the benefactors of my field project workbook, EFL teachers and students alike, will most likely benefit from my cooperative learning techniques centered around an EFL workbook. As a result of informing teachers about the cooperative learning techniques that are manifest in my EFL workbook, the students will be given more opportunities to bridge the mixed-proficiency gap between themselves. There also is a possibility that my cooperative learning EFL workbook could be used as a means to measure the overall academic improvement of an EFL teachers' cooperative learning classes with cohorts in the same parallel classes-i.e., the same alternate classes (such as intermediate and advanced taught classes) by other EFL teachers within the same program, or school, who may, or may not, chose to implement my cooperative learning strategies and workbook materials. Finally, my cooperative based learning EFL workbook could initially be piloted in schools where there has not been any type of specifically prescribed means to address the issue of students whose proficiency levels differ. Additionally, the timeline for the distribution of my EFL

workbook in Taiwan will be, initially, dependent upon the willingness of past colleagues to utilize my workbook at language schools (cram-school) where we had worked throughout the 2014-2015 academic year. Further, the aforementioned language schools encourage a plurality of teaching styles among teachers; this would allow the piloting of my workbook to be implemented sometime later this year (around Fall, 2016).

Definition of Terms

Cooperative Learning: Cooperative learning is pedagogical tool that encourages students to work together both independently and interdependently, in groups, so that they can achieve greater success in the classroom (Johnson & Johnson, 1999). Furthermore, there are five elements of cooperation: positive interdependence, individual accountability, face-to-face interaction, social skills and group processing (Johnson & Johnson, 1999).

EFL (English as a Foreign Language): ESL teachers who work overseas are referred to as EFL teachers. For this reason, English is taught as a foreign language rather than English taught as a second language (Echaore-McDavid, 2006).

Grammar Translation Method (GTM): The main purpose of the Grammar Translation Method is to have language learners read and understand literature written in the target-second language. Therefore, the student that uses GTM learns the syntax and vocabulary of the language studied then translates the reading material (Freeman, 2000).

[The] Natural Approach: The Natural Approach: Language Acquisition in the Classroom(1983) is an instructional language teaching book whose authors, Krashen and Terrell, emphasize a language teaching approach that favors language acquisition methods over strict grammar-based learning methods. In addition, there are five principles

associated with the Natural Approach: Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis (Krashen & Terrell, 1983).

NEST: (Native English Speaking Teacher) a NEST speaker is a native English speaking teacher who usually works in non-English speaking countries (i.e., a foreign country).

non-NEST: (a non-Native English Speaking Teacher) a non-NEST is a non-native English speaking teacher who usually teaches English in their country of origin (i.e, their birthplace).

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Despite the misinformed language-in-education EFL policies that have contributed to the heterogeneous classroom gap in many of Taiwan's EFL classrooms, there has not been any specific teaching approach or method that has been standardly used to address the said issue. Therefore, the purpose of my project is to create an EFL teacher-student workbook that integrates cooperative learning strategies to deal with the said heterogeneous classroom competency gap. In addition, the specific recipients of my project are NEST teachers, many of whom have struggled to deal with the heterogeneous classroom issue, and the students who have had to deal with the proficiency gap among themselves and has both affected and compromised their EFL learning experience.

In summary, the review of the literature will include the following current research topics related to my field project and its relevance in dealing with the heterogeneous classroom problems in Taiwan's EFL classrooms: (1) The Standardized Use of The Grammar Translation Method vs. Other Communicative Based EFL Teaching: Cooperative Language Teaching (CLT); Cooperative Learning (CL) and Communicative Language Teaching (CLT) (2) Krashen's Model of Language Acquisition Hypothesis: The Acquisition-Learning Hypothesis; The Natural Order Hypothesis; The Monitor Hypothesis; The Input Hypothesis; The Affective Filter Hypothesis (3) Intercultural Communication within Taiwan's EFL environment: Deardorff's Intercultural Competence Framework/Model (2006).

The Standardized Use of The Grammar Translation Method vs. Other Communicative Based EFL Teaching Approaches

Several notable Taiwanese researchers have authored various scholarly articles about the Grammar Translation Method (GTM) which has been the principal, long-standing teaching method in Taiwan's EFL classrooms for nearly seven decades. In fact, Y. Su (2006) notes in her article titled "EFL teacher's perceptions of English language policy at the elementary level in Taiwan" that Taiwan's EFL education program began in 1949. Moreover, Taiwan's dominant EFL teaching method has been centered around the Grammar-Translation Method (GTM) for many years (as cited in Tsai, 2010, p. 2). Additionally, Su (2006) states that it was not until 1999, some sixty years later, that the Ministry of Education changed their instructional guidelines to include "communicative competence in reading, writing, speaking and listening" (as cited in Tsai, 2010, p. 3).

The negative causal effects attributable to the "outmoded" Grammar-Translation Method have caused many EFL students to simply learn and not acquire language in the most natural way: by communication. In fact, The Grammar-Translation Method is a teaching method that is centered around the teacher whose main job is to be the primary facilitator of language instruction and whose secondary functions are to teach aspects of grammar (such as syntax) and to translate the secondary language (English) into the native language of the students (in this case, Mandarin). Moreover, the Grammar-Translation Method favors the routinized learning of grammatical rules and syntax over a preferred communicative acquisition of English as a foreign language. Therefore, by utilizing the Grammar Translation Method the teacher unwittingly deprives his or her

students the opportunity to learn ESL in a communicative way. Because of the limited efficacy of employing the GTM as a primary EFL teaching method, researcher, J. Scovel (1983) argues that the traditional GTM teaching method is essentially centered around the teacher and focuses on student assessment (as cited in Liao & Yang, 2012, p. 151). In contrast, Scovel (1983) emphasizes that GTM neglects a more effective communicative based teaching approach that the EFL students (and teachers) could benefit from: “Grammar-translation and exam-oriented assessments neglect the important skills of communication, making EFL students fail to communicate with foreigners” (as cited in Liao & Yang, 2012, p. 151).

In short, the Grammar Translation Method is limited because the EFL students main focus is based on the translation of grammar and vocabulary words. Therefore, it is incumbent upon the EFL teacher to employ other methodologies through which communicative based instruction is based.

In light of the need to create a communicative based learning environment for Taiwanese EFL students, my project compares an overall teaching approach and a specific method that are communicative in nature: the Communicative Language Teaching approach and the Collaborative Learning method. The later approach, CLT, has been more commonly acknowledged and utilized by EFL teachers in Taiwan; however, the Collaborative Learning method has been, mainly, untapped. The following literature elucidates both the purposes of each of the two methods and the appropriateness of using them within a communicatively based classroom environment so that teaching objectives and communicative student participation occurs within each classroom.

Communicative Language Teaching (CLT)

Although the GTM had been the preferred choice among EFL teachers in Taiwan prior to 1999, a seven-point guideline created by Taiwan's Ministry of Education highlights the inclusion of a communicative language based instructional guideline for secondary school classrooms. Furthermore, Y. Su (2006) points out the first guideline as follows: "Improve students' basic communicative competence in reading, writing, speaking, and listening," (as cited in Tsai, 2010, p. 2). Consequently, the older traditional GTM has been slowly displaced by a newer pedagogical approach known as Communicative Language Teaching (CLT); in fact, it has been utilized to encourage the communicative competence of Taiwanese EFL students. Communicative Language Teaching (CLT) is a newer EFL teaching methodology and has been considered an effective method that has replaced the older GTM method. Dr. Mustafa Kurt (2015) contends that the CLT is the communicative approach that necessitated the replacement of the older grammar based method of teaching EFL:

Communicative Language Teaching marked a beginning of radical changes in language learning. Acknowledged facts and practices in language learning were started to be doubted. Grammar teaching became useless; activities and tasks were all communicative, classrooms and materials were recognised to allow more communicative options and opportunities for learners (Kurt, p. 310).

Author, H.D. Brown (2007) further clarifies the purposes of the Communicative Language teaching method [CLT is] an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and

communication for the real world, meaningful purposes” (as cited in Liao & Yang, 2012, p. 153).

It is worth noting that CLT is *not* a specific method of teaching because CLT it is considered an “umbrella term” used to represent a philosophy or approach to teaching EFL to students and not a specific method as such (Parrish, 2004, p. 31). Because CLT represents more than just a method, it would be better used as a mixed-method approach whereby another method, like collaborative based learning strategies, could be integrated with CLT to further improve the overall performance within a heterogeneous classroom environment such as Taiwan’s EFL classrooms.

Cooperative Learning (CL) and Communicative Language Teaching (CLT)

There are five essential elements (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 1993) to cooperative learning: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing (as cited in Johnson & Johnson, 1989, p. 13-15).

Because some of the cooperative learning elements overlap with the Communicative Language Teaching approach, a mixed-method approach whereby three of the five listed elements of cooperative learning, such as social skills, individual accountability, and group processing would be an integral part of an EFL lesson plan for a heterogeneous classroom. For example, Spencer Kagan (1995) states that CLT and CL compliment each other and Yeh (2004) concurs because of “the two major CLT components, such as, socially oriented lessons and small group interactions are also the core features of CL” (as cited in Lin, 2011, p. 27). Moreover, Richard and Rogers (2003) asserts that CL helps students interact communicatively in a second language learning environment and

is seen as an extension of the precepts which embody CLT (as cited in Lin, 2011, p. 27). Similarly, Lin (2011) contends that when CLT and CL are integrated into a classroom setting, students are motivated to learn in groups, or pairs, because they are provided with learner-centered cooperative learning opportunities to interact and discuss in the target language [ESL] (p. 27).

Because of the effectiveness of integrating both a CLT and CL mixed-method approach in Taiwan's heterogeneous classes it should be considered an appropriate substitute for the limited Grammar-Translation Approach because it allows students to communicatively work towards their individual EFL goals in a collaborative way.

Krashen's Model of Language Acquisition Hypotheses

According to second language acquisition theorist, Stephen Krashen, there is a difference between learning a language and actually acquiring a language naturally. Furthermore, one of Krashen's Model of Language Acquisition hypotheses explains why the behaviorist model (commonly associated with B.F. Skinner's theory of operant conditioning) of learning language through rote memorization is less effective than actually acquiring language by a natural unconscious learned process (Parrish, 2004). For example, young children learn language even before they attend preschool and kindergarten; it is through this observed natural acquisition of language that has challenged the theory of Behaviorism as it pertains to language learning. Moreover, by shifting the paradigm of language learning towards one which validates the innate ability for humans to learn language by acquisition and not through the systematic learning of the rules of grammar, an EFL student has a greater chance for success through a more natural "acquired" approach. Hence, the essential goal of the Natural Approach is for

students to “communicate.” According to Krashen (1983), the general goal is to get students to communicate with students of the target language; for this reason, the goal of the Natural Approach is not to focus on the grammatical mistakes that might arise when a student makes a spoken error. Inevitably, the student who formally learns a language will continue speaking to people whom are able to produce comprehensible input thus improving the likelihood of improved speech through acquisition (p. 58).

The Acquisition Learning Hypothesis is the first of five principles of the Natural Approach. Moreover, the said approach is essential in understanding that the main focus of the ESL or EFL language class is based upon language learning activities and not the pervasive use of learning based exercises (Krashen, p. 59). Therefore, the primary activities that are essential are acquisition based with a lesser emphasis on learning, per se.

The Affective Filter Hypothesis is the last of the five principles of the Natural Approach. By lowering the affective filter, the student will be less anxious about making errors; this is an essential function of the Natural Approach. Initially, the student focuses on a specific task without worrying about nascent speech production. Secondly, when the student should only speak when he or she is ready. Finally, if a student should make a mistake while speaking, it is taken in a non-judgmental way. The rationale for not being more prescriptive in grammar correction, is based upon the third principle of the Natural Approach, the Monitor Hypothesis (Krashen, p. 59).

The Monitor Hypothesis, represents each student’s schema of the grammar which represents the proper syntax of the target language. Essentially, the student is not encouraged to consciously “monitor” the grammatical syntax of the target language

that they use because it impedes the natural acquisition of language learning itself.

The only times when the monitor hypothesis is considered appropriate is when the student has an assignment that requires the conscious use of it-e.g., written assignments, speeches, or homework assignments (Krashen, p. 59).

The fourth principle of the Natural Approach, The Input Hypothesis, states that the classroom is the place where the comprehensible input needed for language acquisition occurs (Krashen, 1983, p. 59). When the Input Hypothesis is combined with Cooperative Learning, comprehensible input is gained through various communicative group activities and necessitates language acquisition for the students. In fact, Li Li Lin (2010) concludes “The interactive activities in the CL Jigsaw [exercise] provide students with more opportunities to acquire comprehensible input through intensive group interactions and discussions as well as to produce meaningful output to lead to their second language development” (p. 33).

The Natural Approach is an appropriate fit for the communicatively based classroom because it allows the language learners to acquire a language without focusing on the “form” or grammar with which it represents. In addition, a lowered affective filter, as represented by the Affective Filter Hypothesis, should be seen as an essential facet to an EFL classroom such as Taiwan’s heterogeneous classrooms because students are often reticent to speak unless they feel comfortable doing so.

Intercultural Communication within Taiwan’s EFL Environment

Intercultural communication is an integral part of teacher/student communication in Taiwan’s EFL classroom. Taiwanese researchers, Liao and Yang’s (2012) qualitative research study investigated what were some Taiwanese high school students’ perceptions

of their EFL learning experience in classes taught by foreign NEST instructors. Not surprisingly, the research data revealed that the students' perceptions of their own teachers were somewhat unfavorable; in fact, Liao and Yang base their research study conclusions by commenting that "teachers' teaching contents, teaching methods, and teaching competence did not satisfy students. Next, students described that teachers' [possessed a] scarcity of understanding diversified cultures [such as their own]"(p. 159). Furthermore' Liao and Yang suggest that "Native English-speaking teachers have to possess solid linguistic knowledge and teaching approaches, [by] understanding different cultures" (p. 159).

Intercultural communication is an *essential* aspect of EFL teaching; even more so in when taught in a non-speaking English country such as Taiwan's. To illustrate the differences between an ostensibly Chinese culture like Taiwan's and a Western culture we find some stark differences. For example, cultural traditions such as the Chinese New Year celebration, the Lantern Festival, the Dragon Boat Festival, Tomb Sweeping Day, Ghost Month, 10-10 Day (Taiwan's Independence Day) are all unique and unusual for a NEST teacher whose country of origin is far-removed from that of Taiwan's. Other aspects of culture like food, religion, and language all contribute to the distance between Taiwan's Oriental Culture and a NEST's Occidental culture.

A common question that EFL teachers in Taiwan ask after they first begin teaching there is "Why are my students so quiet?" To answer this question a teacher would have had to possess knowledge about the students' culture. Taiwanese EFL students are often reticent to participate when they are called upon to answer questions and teachers are equally dismayed when most students are seemingly unwilling

to provide answers. In a Chinese based culture such as Taiwan's, the teacher (老師) is the leader of the class whose superior title is accorded much respect and honor. For example, G. Hu (2002) elucidates the hierarchical roles between teacher and student in Chinese Culture: "The teacher is positioned as the only credible judge or assessor of learning, while students have little sanction to judge or assess each other's work (as cited in Chen et. al, 2013, p. 8). Similarly, F. Yan (2010) reasons that "within a domain such as education, social relations are influenced by social and cultural understandings and expectations. Confucian culture prioritises the responsibilities of the individual and the importance of morality and social connections" (as cited in Chen et. al, 2013, p. 8).

Indeed, a cultural awareness must develop within an EFL classroom, such as Taiwan's; the reason is, mutual understanding and respect could be actualized by both teacher and student, However, it is incumbent upon the EFL teacher to be a sentient, culturally sensitive individual who knows how to communicate with his or her class of students whose cultures are uniquely different from their own.

Deardorff's Intercultural Competence Framework/Model

Deardorff's Intercultural Competence Framework/Model (2006) represents a theoretical framework whereby the degree of intercultural competency that a given teacher or individual possesses, is gauged by the degree in which they can effectively communicate through intercultural spoken discourse, such as teaching within an EFL classroom. In other words, by both understanding and utilizing the intercultural elements of Deardorff's model, an EFL teacher could more effectively communicate with students of different cultures. Deardorff (2006) emphasizes that she had consulted scholars in the field of intercultural communication; therefore, her framework is both informed and

unique because it is among the newest empirically based intercultural communication paradigm of its kind (p. 257).

There are five key elements to Deardorff's Intercultural Competence Framework/Model: Attitudes, Knowledge, Skills, Internal Outcomes, and External Outcomes. For example, the five constituent parts to Deardorff's framework are explained in the following subsections below.

Attitudes

An EFL teachers' personal attitude towards students whom are of a different culture is a fundamental starting reference point in Deardorff's Model. According to Deardorff, (2006) the following key personal attributes are essential when considering an individual's personal attitude towards initiating intercultural communication "attitudes of openness, respect (valuing all cultures), and curiosity and discovery (tolerating ambiguity) are viewed as fundamental to intercultural competence" (p. 255).

Knowledge

As an intercultural communicator progresses towards "a desired external outcome" he or she has reached a point where their intercultural communication skills indicate (1) cultural self-awareness (2) a deep understanding of cultural knowledge (e.g., contexts, role and impact of culture & others' world views) (3) culture-specific information and personal sociolinguistic awareness develops within themselves (Deardorff, 2006, p. 254).

Skills

Deardorff (2006) illustrates the essential skills which are necessary to achieve effective knowledge processing skills necessary for intercultural communication. For example, listening, observing, interpreting, analyzing, evaluating, and relating are

outlined as being significant intercultural skills which are related to their degree of knowledge and comprehension of both personal and external cultural references (p. 254).

Desired Internal Outcomes

As an individual, such as a teacher, gains the intercultural knowledge and skills necessary to achieve effective intercultural communication, their interactions with their students will demonstrate the following traits: flexibility by using preferred communication styles within new culturally diverse environments; adaptability to new cultural environments and ethnorelative perspective and empathy. The specific aforementioned traits will occur within the individual as a result of the acquired attitudes, knowledge and skills necessary for intercultural communication. By reaching a degree of intercultural competence, teachers are able to see from others' viewpoints and are able to respond to them in a culturally appropriate manner (Deardorff, 2006, p. 254)

Desired External Outcome

The desired external outcome is the idealized intercultural interaction that occurs between the individual and the speakers of another culture. In other words, the desired external outcome is, in fact, the desired internal outcome in its effective application and is representative of the desired external outcome goals to effectively understand and apply intercultural communication. Deardorff (2004) best describes external outcome as essentially "behaving and communicating appropriately and effectively in intercultural situations" (as cited in Deardorff, 2006, p. 255).

In Summary, Deardorff's Intercultural Competence Framework/Model is an ideal paradigm through which a NEST teacher in Taiwan could utilize to mitigate the ill consequences of ineffective intercultural communication between themselves and their

students. As it pertains to my project, Deardorff's Intercultural Competence Model will be synthesized into my workbook chapter module on intercultural communication.

The additional intercultural module is significant because I personally have never seen in any culturally sensitive teacher/student EFL textbooks based on collaborative learning strategies while intermittently working in Taiwan over a course of ten years and at various private language schools.

Summary

In summary, my Literature Review covered three essential main topics and sub-topics: (1) The Standardized Use of The Grammar Translation Method vs. Other Communicative Based EFL Teaching: Cooperative Language Teaching (CLT); Cooperative Learning (CL) and Communicative Language Teaching (CLT) (2) Krashen's Model of Language Acquisition Hypothesis: The Acquisition-Learning Hypothesis; The Natural Order Hypothesis; The Monitor Hypothesis; The Input Hypothesis; The Affective Filter Hypothesis (3) Intercultural Communication within Taiwan's EFL environment: Deardorff's Intercultural Competence Framework/Model (2006).

The Literature Review uncovered a need to address the dominant Grammar Translation Method as being less useful when compared to other EFL teaching methods or approaches such as the Cooperative Language Teaching approach. An effective mixed-method approach would be to integrate both Cooperative Learning Strategies with Communicative Methods because the two methods have elements of each other within them. Moreover, a communicatively based mixed-method approach would serve to fulfill the recommended communicative based teaching requirement for teaching EFL within Taiwan's EFL classrooms. Krashen's Natural Approach is an ideal model for the acquisition

of language over the strict learning of a language. Similarly, the Input Hypothesis which places emphasis on comprehensible language input is best learned in an environment that lowers the affective filter of its students. Finally, Deardorff's Intercultural Communication Framework/Model is a means to address the intercultural communication difficulties commonly encountered by foreign NEST teachers in Taiwan's EFL classrooms.

Given the important, but not well understood aspects of EFL language teaching in Taiwan's heterogeneous classroom, the key topics mentioned in my literature review covered the key problems of teaching in Taiwan's EFL environment. Furthermore, my project goal to render an EFL teacher/student workbook for a heterogeneous classroom is unique because it has not been done in a way that exactly addresses the key aspects of creating a lesson plan based on both collaborative learning modules and intercultural training for the NEST instructor.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

My Field Project consists of a cooperative-learning based workbook for foreign NEST EFL teachers based in Taiwan. Furthermore, there are four-chapter modules that focus on the following key topics: cooperative learning strategies, intercultural communication, assessment procedures, and mixed-method teaching approaches and activities.

The first chapter module, cooperative-learning strategies, has both integrated and synthesized the key elements of Johnson & Johnson's cooperative based learning paradigm and Spenser Kagen's cooperative learning based activities. Similarly, foreign NEST teachers can glean certain CL strategies according to their class's needs. In addition to the CL module, there is a corresponding sample CL lesson plan in the appendix. In fact, all four-chapter modules have included the topic material within each separate chapter and within the appendix, as an addendum to the material in each module.

Module Two consists of intercultural communication methods such as Deardorff's Intercultural Competence Framework /Model and referential material as it pertains to teaching within Taiwan's predominant Chinese culture (e.g. saving face, punctuality, language, and educational ideals, etc.). Furthermore, there are additional examples of intercultural communication teaching methods that have been included in the appendix.

Module Three contains assessment procedures for teachers to more clearly define the needs of their students so that it relates to their classroom/course objectives or goals. For example, formative and summative assessment procedures such as question-

naires, tests, test rubrics, and answer keys have been considered in terms of what the students' actual competency levels are and what type of course material is appropriate for their given classrooms. Additional sample templates such as rubrics, scoring keys and other related assessment instruments are located in the appendix section.

Module Four considers the flexibility to integrate multiple methods so that a mixed-method approach is utilized to further enhance the cooperative-learning approach. For example, cooperative-learning strategies have been combined with communicative language teaching approaches so that the mutually beneficial aspects of both speaking and group interaction creates a synergy that exceeds any given separate strategy or approach as a discrete option. Various mixed-method approaches have been included in the appendix. In addition, the mixed-method approaches are integrated into sample lesson plans. Similarly, each approach has been matched for specific needs (e.g. group work, peer-to-peer, etc.) The lesson plans are a suggested springboard for teachers to use at their discretion according to the needs of their specific classes.

Finally, Module Five consists of the Appendix and all of the supplementary material from each module topic. In other words, all of the sample lesson plans, assessment instruments, activities, etc. have been integrated as a separate module contained within the Appendix. In effect, the appendix is a resourceful workbook addendum that is comprised of all of the module material topics.

In summary, my field project workbook is of great utility for both teachers and students, alike, because both my educational research and personal experience working within Taiwan's varied EFL classrooms has provided me the conceptual knowledge necessary to render a specialized workbook for other NEST teachers, like myself,

to utilize.

Development of the Project

My field project is based upon my personal reflections of my ongoing personal teaching experience and development mainly within the heterogeneous EFL classrooms of Taiwan. For example, two years ago, while working within one of my heterogeneous EFL classrooms, I had conceptualized the need to determinatively assess my students by creating a questionnaire for my students to fill out. In hindsight, I felt that it was not enough to assume that they were being candid enough to answer how they subjectively perceived their own EFL goals or abilities, that is, perhaps they were, for the most part, either underestimating or overestimating their own abilities. Outside the classroom, I often took the time to reflect on what “worked” and what “did not work” for myself and the class. For example, after each class, I would assess each of my classes by noticing whether each class had met or had not met the goals outlined in each of my lesson plans. Similarly, I would reflect on the level of overall classroom participation, enthusiasm, and activities as a method to further refine my overall personal approach to EFL teaching within each of my predominantly established heterogeneous classes. Therefore, the conceptual development of my field project has been based both based upon trial and error and reflection over the course of my time teaching EFL in Taiwan for a cumulative period of two and a half years.

Beyond my own personal reflections, I had noticed that other foreign NEST teachers got lulled into a routinized method of teaching in which they often personally questioned themselves, and other colleagues, about why they were only modestly effective in establishing a classroom environment that encouraged EFL language

acquisition to develop and nurture within. For example, their open-ended exchange of ideas with students had revealed the fact that they failed to use any written lesson plans to meet their seemingly absent classroom goals. In fact, I personally recall certain times when I had observed my colleagues' classroom teaching methodologies at the language school where we were teaching, so that I could both compare, or learn, how other foreign NEST teachers met the instructional needs of their students. Invariably, the most preferred teaching methods or approaches that teachers employed had encouraged open-class discussions that were unnecessarily time-consuming, unstructured, and relied upon fewer group activities.

Unless other NEST teachers become more aware of their ineffectual styles of teaching, they will most likely continue to limit EFL language learning and acquisition in their classrooms. Therefore, my field project serves, in part, to mitigate the possibility that the ineffectual teaching styles that NEST teachers often utilize when working within Taiwan's heterogeneous classroom occurs less frequently. Likewise, by informing the NEST teachers of alternative based CL strategies, mixed-method approaches, assessment instruments, and modes of intercultural communication, the field project will both help, guide, and support their EFL teaching endeavors in Taiwan so that they can gain allow ample opportunities for EFL language acquisition and learning to develop and flourish.

My field project was developed during the course of the Spring 2016 semester. Furthermore, I intend to publish and send copies of my field project workbook to former colleagues in Taiwan as a means to gain further insight into its effectiveness in addressing some or most of the needs of their heterogeneous EFL students, some of whom, were at one time my students. Lastly, it is hoped that further feedback is gained

from the distribution of my workbook so that I might redefine some essential aspects to be revised and become malleable to future changes inside and outside the classroom.

In short, through the creation of my field project workbook, an EFL teacher should be able to fulfill the needs of foreign NEST EFL teachers working in Taiwan by addressing the heterogeneous classroom proficiency gap issue in Taiwan. In addition, I will encourage other teachers to utilize my material so that they can gain a deeper understanding of the EFL landscape in Taiwan.

The Project

The workbook “An EFL Teacher’s Handbook for Taiwan’s Heterogeneous Classrooms” can be found in its entirety in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The language-in education policies that have contributed to the widespread prevalence of the heterogeneous EFL classrooms in Taiwan requires a solution to systemically mitigate the language proficiency gap between EFL language students. Despite the mandatory emphasis on EFL education, Taiwan's systemic inability to come to terms with the problematic language-in education policy issues, such as access policy issues, personnel policy issues, materials policy issues, and curriculum policy issues, have further complicated the EFL heterogeneous classroom situation. In fact, the language-in education policy issues have made it difficult for the stakeholders-e.g., parents, teachers, students, and administrators-to deal the said policy issues (as cited in Chen, 2013, p. 159). In addition, my research studies suggest that the aforementioned misguided EFL language in education policies are a prime contributor to the high prevalence of heterogeneous EFL classrooms in Taiwan.

Because of the systemic imbalance in overall EFL proficiencies many Taiwanese EFL students are left in a less than ideal learning environment. The access and personnel policy issues (mentioned on p. 2), however, are the main areas of concern because they have contributed to the shortage of qualified teachers and the unequal access to EFL education for those of lower status and has been difficult to change.

Because of the difficulty in trying to find a far-reaching solution to the heterogeneous classroom imbalance, it would be better if the NEST teachers themselves be well-prepared for their heterogeneous classes. Therefore, my NEST teachers handbook:

An EFL Teacher's Handbook for Taiwan's Heterogeneous Classrooms is a means for EFL teachers to better address the heterogeneous classroom imbalance that is a byproduct of Taiwan's language-in education issues (as cited in Chen, 2013, p. 159). Moreover, my field project prepares the NEST teacher with teaching methodologies, approaches, and language acquisition activities that allows them to meet their overall objectives and goals for their heterogeneous classes and students.

Intrinsically important to my field project handbook is the inclusion of intercultural communication strategies for foreign NEST teachers to utilize while implementing their teaching methodologies. In addition, my field project workbook's core educational philosophy overwhelmingly supports language acquisition within a collaborative and communicative environment.

The significance of my project is directly related to its intrinsic benefits because it is an original EFL teacher's workbook that addresses the heterogeneous classroom situation in Taiwan's EFL classrooms. Moreover, my workbook's collaborative and communicative approach to EFL language teaching allows NEST teachers to address the access and personnel issues (as cited in Chen, 2013, p. 159) that have been a hindrance for both themselves and their students (as mentioned on p. 2).

In sum, I feel that my field project has helped me broaden the scope of personal inquiry in searching for the causal factors that have contributed to the prevalence of the Taiwan's heterogeneous classroom classrooms. Furthermore, by employing qualitative and quantitative research methodologies, I have begun to both question and understand the problematic aspects of "how" and "why" misguided teaching methodologies effects the outcome of each student's chances for success in an heterogeneous learning environ-

ment. For this reason, I have gained personal knowledge by discovering the aspects of EFL language teaching that are both relevant and essential to the TESOL discipline.

Recommendations

By distributing my field project workbook, I am hoping to gain invaluable feedback towards the implementation and use of my field project within Taiwan's heterogeneous EFL language classrooms. If Taiwan based NEST teachers (most of whom are past colleagues) allow me to pilot my workbook in their classes, I will have a chance to further revise and develop my workbook based on their own suggestions. Finally, the data and feedback that I hope to receive from the Taiwan based NEST teachers will allow the possibility for further post-graduate research work.

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APPENDIX

**An EFL Teacher's Handbook for Taiwan's
Heterogeneous Classrooms**

An EFL Teacher's Handbook for Taiwan's Heterogeneous Classrooms

英文老師在臺灣

By Donald Jacobson

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英文老師在臺灣

(An English Teacher in Taiwan)

Module I: Cooperative Learning Strategies



The Five Key Elements of Cooperative Learning

Among the many difficulties that foreign NEST/EFL teachers who have worked in Taiwan face is choosing an appropriate teaching method or approach that complements their EFL classes. In fact, there are many teachers who have used methods or approaches that are less suitable for the students whom they teach. For example, older teaching

methods, such as the Grammar Translation Method, have been used in Taiwan since English language instruction began over six decades ago. By using the Grammar Translation Method, the transliteration of the English lexicon into the lexicon of Taiwan's standardized language, Mandarin, is seen as a fundamental goal. Although the Grammar Translation Method has been used extensively throughout Taiwan's EFL many public and private EFL classrooms, it should not be seen as a preferred method for EFL instruction. Therefore, I will introduce a more modern, group-based method called Cooperative Learning.

Professors D. W. Johnson and R. T. Johnson are given credit for their development of cooperative learning as it relates to modern EFL language teaching. Furthermore, Cooperative learning is not *just* group-based learning; in fact, it is the cooperative nature of the group itself that encourages the interdependence of students to work together as a means to further their educational goals. Notwithstanding, the teachers themselves enjoy the benefits of having the students reach their goals cooperatively because their goals are often aligned with the teachers overarching class objectives and goals.

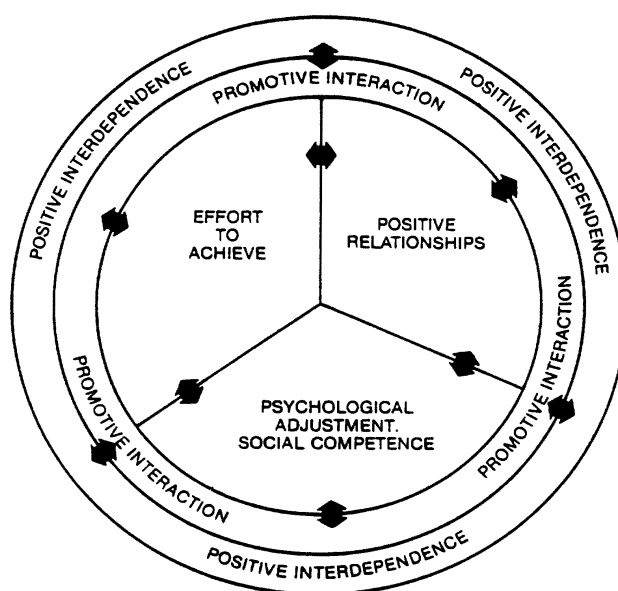
The Five Elements of Johnson and Johnson's Cooperative

Learning paradigm are listed below: Within the left column are the five elements and listed within the right column are the theoretical attributes of each element.

Positive Interdependence	Positive interdependence is the student's understanding that positive learning can only occur within their own group. Therefore, through collective effort, a group of students help each other reach their goals through positive interactive learning. (Johnson & Johnson, 1999, p. 70).
Individual Accountability	By measuring the performance of a student through personal assessment, a student's given proficiency level requires a supportive group system so that each member becomes interactively involved with the success of each collective member of their group, that is, they become a collective group of individuals who support each other's learning. (Johnson & Johnson, 1999, p. 71).
Face-to-Face Promotive Interaction	Smaller groups (between 2-4 students) benefit from face-to-face promotive interaction. In addition, teachers must be supportive and encouraging, as they themselves guide each group, towards meeting their positive learning experiences. Additionally, each group's face-to-face recognition of each member, better allows for each member to be held accountable for their level of contribution. (Johnson & Johnson, 1999, p. 71).
Social Skills	The promotion of social skills within a collective group requires that a student develop skills like "conflict-management, communication, leadership, trust building, and decision making" (Johnson & Johnson, 1999, p. 71).

Group Processing	By promoting group processing, students maintain a positive rapport with each member, that is, they discuss how well they are collectively maintaining good “working relationships” within their groups. Furthermore, if problems arise the group must be able to address the issues that are affecting the goals of their own groups (Johnson & Johnson, 1999, p. 71).
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The Five Elements of Cooperative learning should be considered an indispensable instrument to use within Taiwan’s heterogeneous classroom because it facilitates higher achievement and social interdependence among learners. Furthermore, by understanding the five skill elements, teachers can better structure them to achieve the following: (1) Adapt cooperative learning to serve the needs of their students (2) “fine-tune their use of cooperative learning” (3) “present and solve problems students have in working together” (Johnson & Johnson, 1999, p. 71).



Johnson and Johnson’s Cooperative Learning outcome chart (Johnson & Johnson, 1999, p. 72).

The consequences of positive interdependence among students that are placed in cooperative learning groups are functionally dependent upon each other through promotive interaction as a means to succeed as a group. In other words, it is the teacher's responsibility to structure the cooperative learning groups in a way that does not favor peer-to-peer competition or individual learning because students do not benefit from (a) competing against each other or (b) by not interacting with other members of a group. Therefore, positive group interdependence is functionally dependent upon promotive group interactions as the main contributor through which a positive cooperative learning environment is both achieved and characterized by "three categories of student effort": positive relationships, efforts to achieve, and psychological adjustment and social competence" (Johnson & Johnson, 1999, p. 72).

In sum, the Five Elements of Cooperative Learning is an important theoretical concept for both fledgling and experienced NEST teachers alike, because it underscores the key attributes through which positive group interdependence grows according to the promotive interaction of both the group members and the teachers whom guide them towards reaching a cooperative learning environment where the "three categories of student effort-i.e., positive relationships efforts to achieve, and psychological adjustment and social competence are realized" (Johnson & Johnson, 1999, p. 72).

Kagen's Cooperative Learning Methods

Spencer Kagen (1995) emphasizes that cooperative learning is beneficial because language acquisition is both encouraged and influenced by several key factors:

- Cooperative learning classes are both **supportive** and **motivating**
- Cooperative learning classes are both **communicative** and **referential**

- Cooperative learning classes are **developmentally appropriate**
- Cooperative learning classes are **feedback rich** (p. 4)

Essentially, language learning is best learnt if it is “acquired” because it is within the natural communicative environment that natural language learning occurs. Therefore, the mentioned attributes by which Kagen supports the merits of cooperative learning are worth further definition:

Supportive and Motivating

Kagen (1995) states that students feel more inclined to speak and feel supportive within cooperative learning groups for the following reasons: (a) Students are asked questions more often. (b) Students need to work as a group to complete an activity. (c) Students work together as a group that supports each other. (d) Students are required to speak within their groups. (e) Students praise each other for their work. (f) Students are made to work interdependently so that they can gain knowledge or impart knowledge to another group member (p. 4).

Communicative and Referential

The communicative aspects of cooperative learning are important because much modern language teaching and language acquisition is based on a language approach known as “Communicative Language Teaching.” For example, Kagen (1995) points out the communicative dimensions through which language acquisition occurs within cooperative learning groups: Communicative language learning occurs in real-time and is functionally geared towards achieving group learning goals. Furthermore, language acquisition occurs as students communicate among themselves-this is the diametric opposite of what occurs in a whole-class speech that focuses on “abstract,” open-ended

class topics (p. 4).

Developmentally Appropriate

Because it is easier to speak within small groups, students are naturally more at ease speaking in groups of one-three members, then speaking formally in-front of a class. Contextually speaking, the common functional language interaction among group members is more suitable for the development of language acquisition. Therefore, a language student is more likely to acquire language in a group that focuses on more personally essential communicative topics that are appropriately geared for each students' level (Kagen, 1995, p. 4).

Feedback Rich

When language students communicate together, they give each other feedback that encourages language acquisition to develop. In addition, language feedback and correction allow for the easier acquisition of vocabulary forms and syntactic structures of language to be internalized and later used by the students. Feedback from fellow students is better than formally being asked more closed-ended questions such as "What do you call that object on the table?" Naturally, a student will feel less willing to participate if they are personally feeling uncomfortable answering. Therefore, language acquisition is less likely to occur when students are "put on the hot seat" to answer a teacher's question (Kagen, 1995, p. 4).

In short, Kagen's Cooperative Learning Theory further emphasizes the importance of the interdependence of group members to assist each other in their common goal to achieve language leaning through group related language acquisition activities.



Cooperative Learning Activities

Now that we have some background knowledge of the theory behind cooperative learning, let us consider some activities that are associated with it. Listed below (in the table) are some activities that are cooperative in nature. Notice how some exercises are better for some classroom situations than others? It is at your discretion to utilize the exercise activities that you see as being suitable for your specific classroom objectives or goals.

Think-Pair-Share	<p>According to McTighe and Lyman (1988), the Think-Pair-Share activity is carried out through the following steps:</p> <p>(a) Students are first asked to listen to a question or presentation, then pair up with a partner to discuss their ideas related to what they had heard.</p> <p>(b) Later, the groups disclose their ideas in an open class discussion. (as cited in Tuan, 2010, p. 67)</p>
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<p>Numbered Heads Together</p>	<p>Based upon Kagen's Structural Approach, Numbered Heads Together is a means to utilize "content free" instruction as a cooperative learning activity. Kagen (1989) describes the steps of the Numbered head exercise as following:</p> <ul style="list-style-type: none"> (a) Students number off within teams (b) The teacher asks a high consensus question. (c) Students put their heads together so that everyone on the team knows and agrees with the answer. (d) The teacher randomly calls a number belonging to a team; the students who raise their hands have an opportunity to earn points for their team if they answer correctly. (as cited in Tuan, 2010, p. 67).
<p>Jigsaw</p>	<p>Aronson <i>et al.</i>, 1978; Slavin, 1986 state that Jigsaw activities are best suited for core disciplines such as the social sciences, science and literature because they were developed as narrative materials in the said disciplines. With the goal of concept learning favored over skill building and perform the following four steps:</p> <ul style="list-style-type: none"> (a) The students leave their original study groups to form expert study groups. (b) Study groups are organized according to the similar pieces of information given to each student. (c) Students decide how to best teach their informational knowledge of their given topic. (d) The students return to their original groups, and each student teaches or shares their information that they studied with their group members (as cited in Tuan, 2010, p. 67).

Match Mine	<p>Another cooperative learning activity Kagen (1989) emphasizes is the Match Mine activity. In fact, The Match Mine activity focuses on communication building within a group:</p> <p>(a) Students arrange objects on a grid then try to match the arrangement of the objects by communicating their arrangement, only.</p>
Corners	<p>Kagen (1989) advocates the use of the Corners activity as a class building exercise.</p> <p>Here are the main steps to the activity:</p> <p>(a) Teachers places students in positions around the room according to teacher-decided alternatives.</p> <p>(b) Students discuss with the corner placed students.</p> <p>(c) Students switch their positions to other corners.</p> <p>(d) Students both listen to and paraphrase the information that they heard while in each corner by disclosing the information to other students (Kagen, p. 14).</p>
Roundrobin	<p>Kagen (1989) discusses the teambuilding associated with the Roundrobin activity in one-step:</p> <p>(a) Each student takes turns sharing something with their fellow classmates (Kagen, p. 14).</p>

Three-Step Interview

Kagen points out the activity steps that supports concept development as a cooperative learning exercise in the Three Minute Interview activity:

- (a) Students interview each other as a group, or peer-to-peer.
- (b) Students take turns interviewing by reversing roles.
- (c) Students share their partners' interview information with their group members (Kagen, p. 14)

Circle the Sage

The procedures of the Circle the Sage activity are as follows:

- (a) The teacher asks the class if they have some special knowledge or experience to share with the class.
- (b) The sages then spread out to various corners around the class.
- (c) The teachers have the rest of the students take information from the sages so that they can write down what they learn. (No two class members from the same group are allowed to ask questions from the sage).
- (d) Students return to their groups and teach their portion of what they learn to other group members.
- (e) Grades are given to students according to individual performance (as cited in Tuan, 2010, p. 67).

The previous cooperative learning activity tables are, indeed, a useful springboard through which many collaborative-based lesson planning activities could be implemented. However, it is worth noting that each collaborative lesson has specific functions and structures that are best utilized for specific activities. For example, Kagan (1989) states that the Match Mine activity is a communication building activity focused on vocabulary development-i.e., communication skills and role-taking ability (p. 14).

Other collaborative based activities that were taken from Kagen's article "The Structural Approach to Cooperative Learning" will be included in the appendix (Module V). Similarly, the Figure 4. Overview of Selected Structures, taken from the said article, provides an overview of the activities outlined by Kagen (1989) and is located on page 86. It is worth going over each activity contained in the Overview of Selected Structures and matching it with the types of skills that it builds as well as the academic and social functions that each activity serves.

Cooperative Learning: Writing Activity

Directions: Based on the appendix Overview of Selected Structures, select the cooperative learning activities that best suit your students' learning needs or academic and social functions that you feel that they need to improve upon in your EFL classroom. Be clear to include your rationale for suggesting the use of the particular activity for any of the classes that you had, or have taught, or will be teaching in the future.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Module II: Intercultural Communication



Taiwanese Culture: 臺灣問話

If you just arrived in Taiwan, or have lived in Taiwan as a foreign NEST EFL teacher, most likely your Western upbringing and culture has left you wondering what to do, what to say, where to go, how to act, and most importantly, how to teach and live within a culture, as unique and foreign as the country of Taiwan. To illustrate this point further, I personally remember my first EFL teaching job and apartment where I lived. In fact, it was very challenging just trying to take the bus to work in the morning because all the signs looked the same-brightly colored and prominent-yet incomprehensible for a native English speaker such as myself. Because I could not read the bus schedule written in traditional Chinese characters (國語), I was often close to being late for work. Buses would pass me and I did not have a clue that the buses were actually go to where I wan-

ted to go. Moreover, every day activities were terribly difficult for me when I had first arrived in Taiwan. However, I did not give up; the reason is, I knew that I wanted to learn more about my new cultural surroundings in Taiwan.

Whether you are a newbie or a longtime employee of some language school, it is better to get acquainted and acculturated into Taiwan's culture. Let us begin!

Saving Face: 面子

Saving face is an important aspect of Taiwanese as well as Chinese Culture. It is important because it depends on the dignity of the individual to maintain his or her composure when communicating. According to the World Trade Press (2010), "saying or doing anything that causes someone to lose face can instantly cause someone to lose a relationship" In other words, "face" is a measure of a person's dignity"(as cited by the World T. P. , 2010, p. 2) as they personally relate positively with people whom they maintain a rapport with.

Saving face is important to consider because when you are working with students, language school employees, and Taiwanese colleagues you must be aware of your personal conduct. In the community as well, one must, also, maintain a composure that is conducive to being amiable and well-cultured.

Punctuality in Taiwan

Another important attribute of Taiwanese culture is the importance of punctuality whether at work or out for a less important personal engagement. For a foreign teacher; however, it is your onus to be at work when you are scheduled. Unless you have some serious illness, it is important to inform your school administrators of your tardiness. For example, I personally recall having been late to work by several minutes

while in-transit between teaching gigs because I took the wrong MRT (Taipei Metro subway system) line. Because I had a cellphone (a real necessity, but hard to get without a working visa), I was able to call work and inform them of my delay.

The importance of punctuality in Taiwanese Culture needs to be emphasized; therefore, I will underscore what the World T.P (2010) acknowledges: “The Taiwanese consider punctuality a virtue and a sign of respect [...] foreigners should make every effort to arrive on time, even though delays of a few minutes are normally tolerated” (p. 22).

Multilingualism in Taiwan

Taiwan’s standardized national language is Mandarin Chinese (國語); however, there are also native languages such as Hakka and Southern-Min (台語) as well as numerous aboriginal dialects.

A sociolinguistic term called “diglossia” relates to the fact there is a High Language variety associated with both the status and the standardized use of the Mandarin language in Taiwanese society and a Low variety associated with the spoken usage of Taiwan’s subordinate language dialects. According to Wardhaugh and Fuller, (2015) diglossia is best defined as the use of two languages or dialects of the same language with a strict separation of domains (p. 403). Domains in diglossia are functionally related: Wardhaugh and Fuller describe domains as the choice of language use being determined by the topic, setting, and speakers and is often used to discuss the choice of using a particular variety of language in different situations (p. 403). For example, government workers ostensibly use Mandarin (the H variety) while working in their offices (a work domain) and become more diglossic in less formal situations while away from work (a casual domain). How-

ever, professionals, politicians, and academics, alike, use the Southern Min dialect, interchangeably, with others of varying degrees of social status. Therefore, the areas (domains) in which the High or Low language varieties are spoken are typically attributable to the situation in which the speaker speaks.

Multilingualism for the foreign NEST EFL teacher is easily understood while still in one's own country; the reason is, English is the main language and all other languages are subordinate. However, while working in Taiwan, English is no longer the dominant language that is heard spoken by people. Therefore, to become more acculturated into Taiwanese society it is incumbent upon the foreign NEST to learn a modicum of Chinese to feel more at ease with other Taiwanese people, especially their students.

Culture Shock

Undeniably difficult it is to readjust and acculturate into a new culture and society. For example, when I first started to teach in Taiwan, I virtually felt like I became dependent on others to just to survive. To not have familiar cultural references or surroundings, a foreign newcomer, who has relocated to Taiwan to either visit or teach, will surely become bewildered by Taiwan's exotic cultural attributes. For this reason, I will gloss over the important points that a foreign NEST teacher living in Taiwan should consider before getting hired to teach EFL in Taiwan for periods that typically range from at least one year (a typical one-year contract) to several or more years.

The term Culture Shock might seem difficult to understand while living in your home country. However, if one should decide to leave their country of origin, they will certainly have to readjust to their new host country because of the stark cultural differences between one's own country and the host foreign country of newly acquired

residence. Researcher Kalvero Oberg (1958) suggests the causal factors of culture shock:

...culture shock reflects the level of anxiety, apprehension, and distress faced when an individual's native culture or the culture that individual was raised in is replaced by a new cultural surrounding, with its own distinct cultural and linguistic signs and symbols. This new, unaccustomed environment includes communication, cultural, and social barriers that often lead these individuals to experience acute challenges, psychological distress, and internal struggles with maintaining their identities (as cited in Hadjistassou, 2008, p. 3).

Taiwan's Oriental Culture seems vastly different than a westerner's Occidental Culture of origin. However, there is a strong western influence that runs through Taiwanese Culture that helps to ameliorate the perceived differences between the two cultures. Despite the commonalities associated with each culture, the failure to negotiate the cultural differences can lead to the following stages of culture shock:

The Honeymoon Stage

Adler, Oberg et al. (1975; 1958) points out the first stage of culture shock as the Honeymoon stage. The Honeymoon Stage is best defined by the following characteristics: Enthusiasm and interest are the hallmarks of the honeymoon stage; this is when an individual acknowledges the positive cultural differences and experiences one can gain while settling down in a new foreign culture (as cited in Hadjistassou, 2008, p. 1).

The Disintegration Stage

Hadjistassou (2008) agrees that the disintegration stage of culture shock develops after an individual faces the alienation, confusion and psychological distress associated with the cultural differences between their home country and the foreign country of

residence. Furthermore, uncertainty, confusion, emotional stress, and frustration evolve as a response to the realities involved when living within a new culture (p. 1, 2).

Reintegration Stage

The reintegration stage is the third stage of culture shock. Despite the continued negative emotional attributes of the social readjustment involved in reintegration, there is more of a willingness to understand what living in a foreign culture actually entails. For example, Hadjistassou (2008) concurs with the following attributes of reintegration:

The defensive attitude towards the host culture continues to the extent that the foreign visitor seeks to defend their cultural identity all the while they become to develop a deeper understanding of their host culture. Therefore, an individual must facilitate both an interdependence and understanding of the foreign host country's culture by means of their spoken interaction and personal experiences within the host country's culture. Similarly, the degree by which reintegration is achieved depends much upon the willingness of spoken interaction and personal experiences within the host country's culture (as cited in Hadjistassou, 2008, p. 2).

Positive spoken interaction and positive personal experiences are the preferred social outcomes of the reintegration phase for foreign NEST teachers because they have much to gain from their personally positive intercultural experiences. It is through their day-to-day experiences that positive cultural communication is developed within the classroom and within the community.

The Autonomy Stage

A high-level of perseverance is needed to adjust to the unique social and cultural mores while living within a host country's cultural environment; therefore, an individual must grasp the sociocultural and linguistic knowledge of the foreign culture in which they live as they progresses through this fourth stage of culture shock. In other words, their success at the fourth stage of culture shock is dependent upon the cultural knowledge that they would gain in practice by addressing the cultural differences that might have impeded further growth while going through the reintegration stage (as cited in Hadjistassou, 2008, p. 2).

The Interdependence Stage

The final stage of culture shock is the interdependence stage. At the interdependence stage, an individual is more accepting of the commonalities and differences of both the host country's culture and their own culture. In effect, the individual adapts and effectively functions within the foreign culture in which they live (as cited in Hadjistassou, 2008, p. 2).

Having lived abroad for several years, I often ask myself how could I have better adapted to my foreign home of Taiwan. By understanding the paradigm of cultural readjustment necessary to become acculturated into a foreign country's culture, a foreign NEST teacher can better understand that there is an inherent strength associated with finding common ground between cultures as a response to the difficulties associated with the stages of culture shock.

Deardorff's Intercultural Communication Framework/Model

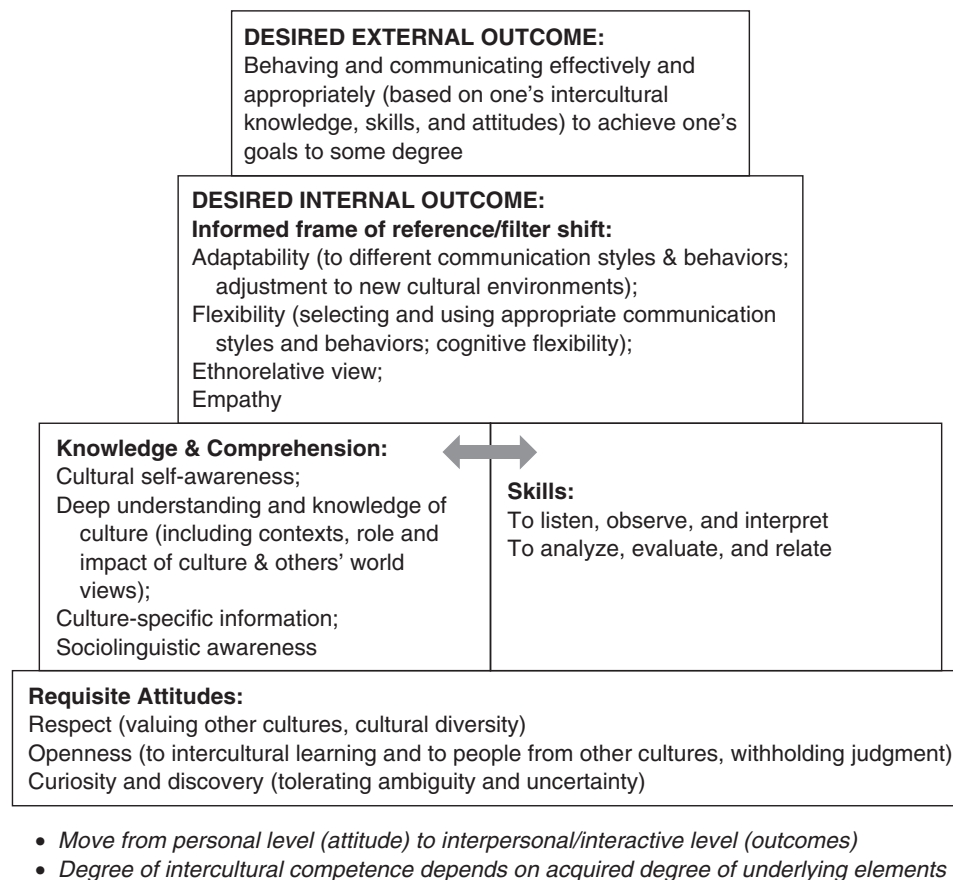
Deardorff's Intercultural Communication Model is important, especially for a NEST teacher in Taiwan, because it informs the intercultural dimensions of communication through a process model framework through which an individual student or teacher can actualize competence in intercultural communication. In addition, teachers should utilize Deardorff's framework as a means to define the necessary dimensions and steps that a student or teacher must understand and achieve to reach the goal of communicative competence in an intercultural environment. In addition, Deardorff's Intercultural Communication Model could be used as an assessment instrument for communicational competence for the student or teacher in an intercultural teaching or learning environment.

Darla Deardorff's intercultural communication studies and research framework defines a theoretical paradigm by which she describes a cyclical progression towards competency in intercultural communication. Furthermore, Deardorff's paradigm is based upon the qualitative and quantitative research methodologies that she and other researchers both created and synthesized. In fact, one of the main problems for intercultural communication researchers is defining the exact qualities that may best describe what facets of intercultural communication are most useful or relevant. Moreover, intercultural administrators have defined nine intercultural communication definitions that are significant as being significant. For example, Deardorff (2006) emphasizes several of M. Byram's (1997) intercultural communication dimensions as being importantly relevant aspects which retain the following qualities: having knowledge of self; skills to interpret

and relate; skills to discover and/or interact; understanding the value of different beliefs and values; and revitalizing ones linguistic competence (as cited in Deardorff, 2006, p. 247). Deardorff (2006) cites R. D. Lambert's five intercultural component aspects of communication as a second emphasis of several interrelated intercultural communication dimensions: world knowledge; foreign language proficiency; cultural empathy; approval of foreign cultures and people, and the ability to practice a profession internationally (as cited in Deardorff, 2006, p. 247).

Because of the variability in defining the similar, yet varied, nexus of intercultural communication definitions, they are open for further redefinition by researchers like Deardorff to redefine the fundamental model of intercultural communication. Therefore, Deardorff (2006) has derived her Intercultural Communication Framework/Model on research done by other researchers in her field (such as Byram and Lambert) as a means to both integrate and synthesize the essential aspects of intercultural communication into a paradigm known as Deardorff's Intercultural Communication Framework/Model.

Deardorff's paradigm can be used as the essential criteria based model for students and teachers, alike, to visually actualize the components of intercultural communication that are indicative of effective intercultural communication. For the teacher, however, Deardorff's model should be internalized and seen as being fundamentally important because a teacher's rapport with other non-NEST colleagues, students, parents, and stakeholders is dependent upon a teacher who both understands and utilizes Deardorff's intercultural paradigm as means to effectively communicate with the said group of non-native speakers.



Deardorff's Pyramid Model of Intercultural Competence (2004)

Deardorff's (2004) pyramid model of intercultural communication (shown above) shows that one must start at the bottom of the pyramid and work themselves up towards actualizing a desired external outcome in the form of behaving and communicating appropriately in intercultural communication situations. Predicated upon the desired outcome, is the requisite attitude necessary to develop an openness towards other cultures: respect; curiosity towards the other culture; and an openness for discovery (as cited in Deardorff, 2006, p. 254).

Deardorff's Intercultural Communication Model is important, especially for a NEST teacher in Taiwan, because it informs the intercultural dimensions of commun-

ication through a process model framework through which an individual student or teacher can actualize competence in intercultural communication. In addition, teachers should utilize Deardorff's framework as a means to define their own referential criteria based assessment instruments for communicational competence in an intercultural environment.

In sum, it is understandable that a foreign NEST teacher might not quite grasp the need to employ a methodology geared specifically towards facilitating intercultural communication in their classrooms; however, the onus is on the teacher to mitigate the ill consequences of any implicit cultural miscommunication that might occur in the classroom. By not being aware of some "paradigm" of intercultural communication, any inability to positively affect the acquisition of language will certainly effect the ability for the teacher to draw nearer to their students. In effect, Deardorff's Intercultural Communication Model is a useful framework for NEST teachers in Taiwan, because it will inform them about the intercultural dimensions of communication through a process model framework which allows an individual student or teacher to actualize intercultural communication within a classroom domain.

Module III: Assessment Instruments

Formative or Summative Assessments?

At some time during your career as a NEST teacher in Taiwan, you might consider understanding your responsibility in assessing your students actual EFL knowledge while taking your class. Typically, foreign NEST teachers in Taiwan have a prescribed curriculum by which they are instructed to either teach or proctor with. Therefore, it is your duty to assess your students general level of language proficiency by means of a formative or summative assessment instrument. However, your prescribed curriculum that you will teach, or your personal approach to teaching, might reflect on your current knowledge and ability to define what constitutes a relevant means of language assessment by formative or summative assessment procedures. Because student assessment is an integral part of teaching, NEST teachers will need at some point be able to summarily assess their students' level of knowledge during the course of a semester, or class, through the implementation of formative and summative assessment procedures--this is the focus of Module III.

Formative Assessment

Beyond the standard testing measures that measure a student's language proficiency or competency, assessment procedures encompasses a specific area that is dedicated to the formative (day-to-day) or summative (course objectives/goal proficiency testing) assessment processes that measure progress throughout the course of a semester or time of study. According to Parrish (2004), there are several formal or informal assessment tools that can be used as formative assessment instruments: dialogue journals;

videotape/audiotape; portfolios; work samples/group projects; and KWL Charts (p. 265-266).

Dialogue journals are an efficient way to measure a student's ongoing progress and is seen as an ideal assessment tool especially with the use of teacher/student recorded oral-based journals. The benefits of implementing an oral journal is that a teacher can provide "washback" in terms of pointing out areas that need further improvement. For example, a teacher has a recorded document of what transpired during the oral recording process and can point out areas that need to be improved upon. The limitations of this method, however, must be considered only effective in smaller classes or in a one-to-one teaching session (as cited in Parrish, 2004, p. 266).

Videotape/audiotape assessment procedures, according to Parrish (2004) is like the recorded oral based dialogue journals, however, with a videotape a teacher has more leeway to utilize assessment exercises that are visually based. For example, a teacher can record a class of students performing a role-play, short conversation, or telling a story and review it so that students can see their progress in their ongoing EFL language acquisition (p. 266).

A portfolio assessment allows a teacher to showcase the accomplishments of his or her students by presenting their writing samples, written work, readings, video presentations, audiotaped stories, and drawings made during their course of instruction in a given EFL class. In addition, students should provide input into the types of portfolio items that are important to them; this is important because the teacher can further define the needs of their students as they relate to the overall class objectives (as cited in Parrish, 2004, p. 266).

Group based work samples are an effective way to evaluate each student's abilities to distribute tasks within a team and effectively present their collective information in the form of a presentation. Criteria based rubrics can be created by the teacher as a means to assess the overall performance of the students' collective work (as cited in Parrish, 2004, p. 266).

KWL charts are effective in assessing a student's prior knowledge (their schemata of pre-existing knowledge) of a given topic. During the course of a class, the teacher will ask the students to write down what they have learned during the course of the class. At the end of the class, the students write down what they had learned up until the conclusion of the class session. Finally, the teacher assesses the student's answers and weighs them against the outcomes needed to meet the class's course objectives (as cited in Parrish, 2004, p. 266).

Summative Assessment

According to Brown and Abeywickrama (2010), summative assessment procedures seek to achieve the following:

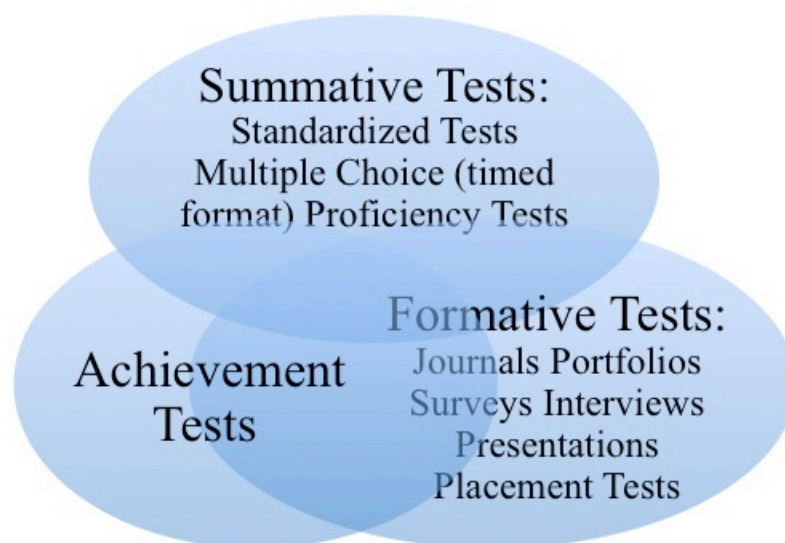
...measure, or summarize, what a student has grasped and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but it does not necessarily point out the way to future progress. Final exams in a course and general proficiency are examples of summative assessment. Summative assessment often, but not always, involves evaluation (decision making) (p. 7)

Based upon more traditional methods of language assessment, summative testing

procedures, such as achievement tests, are given at the end of a lesson, or unit, or period of study, as a means to measure a student's abilities within a given class (as cited in Brown & Abeywickrama, 2010, p. 9). However, Saeed Katabi and Somaye Katabi point out that summative testing can also serve formative assessment functions:

Summative assessment can be a part of classroom assessment if teachers consider gathering scores as the most important aim of assessment in the classroom and do not provide further feedback for the students... It might be assumed that even these tests are formative if providing feedback is focused (p. 438).

Much of my experience teaching EFL in Taiwan, has allowed me to gain a better understanding of the importance of testing procedures. Furthermore, language proficiency tests such as passing the TOEFL, TOEIC, and IELTS tests is seen as the desired goal for many Taiwanese students who seek to study abroad or get a higher paying job within Taiwan. Proficiency tests, however, are summative in nature, so it is up to the NEST teacher to decide when they should or should not use summative or formative testing procedures in their classrooms.



(CHART INFORMATION cited in Brown and Abeywickrama, 2010, p.9-23; Parrish ,2004, p. 259-266)

Within the Venn Diagram above, the achievement test is considered both summative and formative in nature. In fact, you will find that there are elements of both test types that intersect each other because some tests are considered to be both formative and summative. Because the achievement test category is an element of each test types, it is neither just formative or summative in function (as cited in Brown & Abeywickrama, 2010, p. 9).

For Taiwanese EFL students it is important to understand what type of assessment procedures are appropriate for NEST teachers to utilize in any given class situation. Within a heterogeneous class situation, a NEST teacher must consider that any type of assessment procedures *must* be approved by the language school in which they are

employed! Unless the school administrators where you are employed approve of the assessment procedures that you are using (or plan to use), do *not* use them, because you

<p>Achievement Tests</p>	<p>Although often summative in nature, achievement tests offer formative feedback for students usually after a classroom lesson, unit, or coursework curriculum (as cited in Brown and Abeywickrama, 2010, p. 9).</p>
<p>Diagnostic Tests</p>	<p>Diagnostic tests are designed to ascertain specific areas in which a student needs to improve upon and is like an achievement test. However, a diagnostic test is not based upon what a student has learned as course work; therefore, a diagnostic test is seen as a separate assessment tool that offers specific detail in areas in which a student needs further improvement (e.g. modal auxiliaries prepositions, etc.) (as cited in Brown and Abeywickrama, 2010, p. 10).</p>
<p>Placement Tests</p>	<p>Placement tests are like achievement tests and proficiency tests. In fact, the placement test material is usually based upon what a student will usually encounter during their time in a given class. Therefore, a placement test is a means to place a student into a class that is at their current level of understanding (as cited in Brown and Abeywickrama, 2010, p. 10).</p>

<p style="text-align: center;">Proficiency Tests</p>	<p>Overall language competency is measured through proficiency testing procedures. The TOEFL exam should be a test that your language school uses for students whom are seeking to complete their education abroad (in Canada or the U.S.A.). Unless a teacher has the theoretical knowledge to produce a test that exhibits face validity and is reliable through weighted means, do not spend the time or money to produce it. Instead, use a commercially available test (as cited in Brown and Abeywickrama, 2010, p. 11).</p>
<p style="text-align: center;">Aptitude Tests</p>	<p>The aptitude test is an anachronism from a bygone era because the test presupposes the innate ability of a student to learn a language without any future reference. Two examples of aptitude tests are the Pimsleur Language Aptitude Battery and the Modern Language Aptitude Test. Because of the inherent limitations of aptitude tests they are seldom used today (as cited in Brown and Abeywickrama, 2010, p. 12).</p>

may be verbally admonished, or at worse yet, summarily dismissed from your job.

Therefore, the safest assessment would be to use a visual type of formative assessment.

For example, a question and answer type of method of formatively ascertaining the perceived competency of students would allow the NEST teacher to get a clearer inventory of the range of general proficiencies in the classroom. The question and answer type of formative assessment is classified as an *informal assessment*; in fact, researchers Brown and Abeywickrama (2010) state the functions of informal assessment: Most of a teacher's informal assessment is fixed within classroom tasks that are meant to gain insight into a student's general competency without making any firm judgments about their overall competency in a language classroom (p. 6-7).

In the appendix, is a table that lists several types of summative tests that might be appropriate for your class; use them at your discretion. However, for NEST teachers who work at a higher capacity-i.e., those whom work at colleges, private high-schools, etc.- are usually expected to develop a lesson plan that integrates summative testing procedures and original testing materials. The left column contains the types of summative tests and the right column contains a brief description of each test.

Exercise: Summative or Formative Testing Procedures

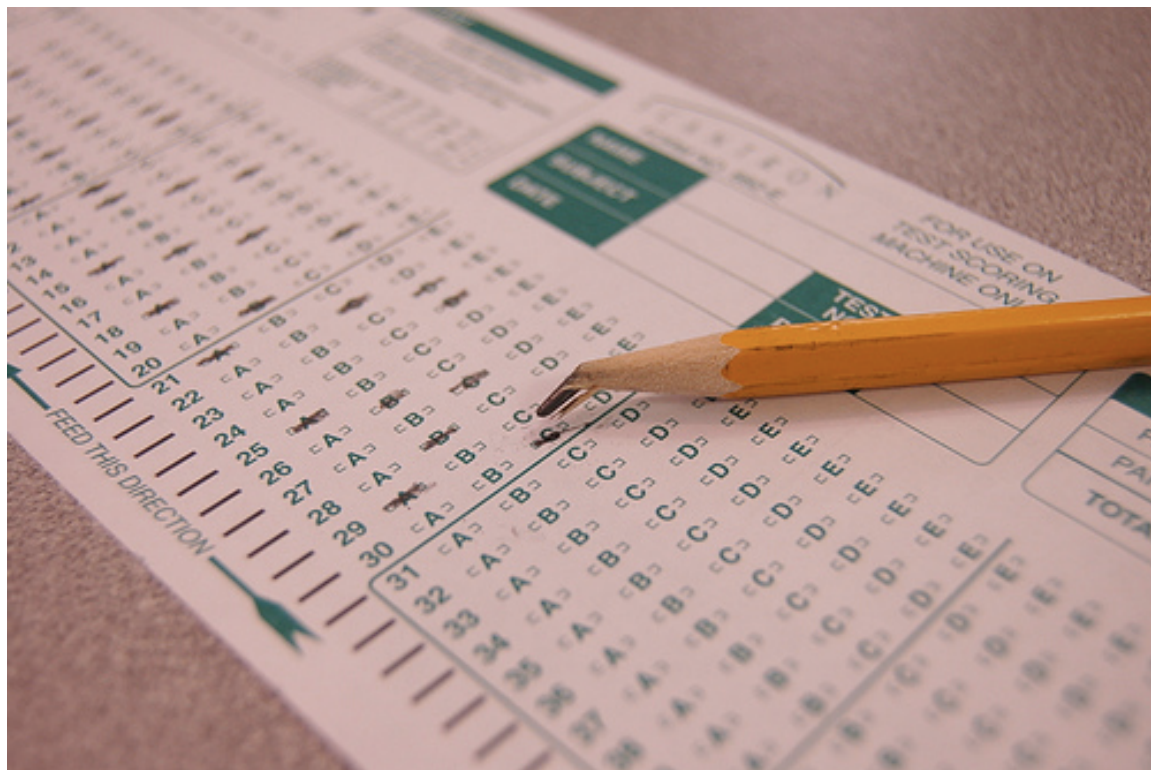
Directions: Read the following questions then answer them by writing down your ideas in the blank spaces provided below.

I. In your EFL class, which formative or summative testing procedures do you use knowingly or unknowingly while you are teaching?

II. By having read this module topic, would you consider changing the way in which you choose your assessment instruments?

[illegible]

Grading: Scoring Keys and Rubrics



Grading is a means by which NEST teachers can assess their students according to how well they perform or understand the material that you teach. Parrish (2004) clarifies that tests that you choose or create must be practical, reliable, and have face validity according to the guidelines that you yourself, or your employer, set (p. 260). If you are given more leeway to create your own tests or rubrics, then this topic will be of interest to you.

Throughout my EFL teaching experience in Taiwan, I have seldom met EFL teachers whom had the opportunity to create their own tests. Moreover, a majority of the EFL teachers in Taiwan work at cram-schools called *bushibans* (補習班). *Bushibans* are

remedial cram schools where most students go after school, or often at night, to improve their basic school subjects. For many students, however, they are most interested in improving their English language proficiency because they want to either go to school abroad, or get a higher paying job. Not surprising, is the fact that most *busibans* do not allow a majority of their EFL teachers to create their own language tests because most schools have set guidelines for the implementation of two of Taiwan's primary standardized proficiency tests for EFL students: TOEFL (acronym for Test of English as a Foreign Language) and IELTS (acronym for International English Language Testing System). Because of the dominance of the two standardized language proficiency tests, the need for you to create your own proficiency test for the school in which you are employed, would be scrutinized because of the domination and sway that the two tests maintain in most, if not all, of Taiwan's EFL classrooms.

Let us think hypothetically, for a moment, if you were to create your own tests and grading standards what would you use? Let us suppose, that you have a class of students whose main emphasis is to improve their writing skills. Rare (in Taiwan) it would be to assess your students by your own volition; however, you would need to have a means to grade their work according to certain criteria if you had a need to do so. Let us examine just how you would assess a student's writing skills.

A rubric is a means to grade a student according to their individual performance. For example, a student is graded according to certain set criteria that each teacher sets for their students. Parrish (2004) points out that performance based assessment is centered around EFL learners demonstrating competency in dealing with real-world

issues such as reading bills, writing checks, etc. (p. 264). Because of the performance based aspects that are a measure of an EFL learner's language development, rubrics are a means through which a teacher can grade a student according to their own evaluation of each student's overall performance abilities that are derived from each student's task based work or exercise performance (as cited in Parrish, 2004, p. 264). Authenticity is a hallmark of a well-crafted performance based rubric that an informed EFL teacher could use if given the opportunity to develop them based on their own (or the school's) course objectives or goals. For this reason, Parrish (2004) emphasizes that in order for performance based exercises to be a meaningful measurement of student competency, "the tasks need to be authentic as possible" (p. 265).

In order to make the concept of performance rubrics more tangible for your EFL classes in Taiwan, consider the situational factors in which you could base your rubric upon. For example, you could create a task that mimics a situation where you need personal assistance from a clerk at a department store. You would probably decide to have your students role-play in a situation that has them work together as a team: one student assumes the role of store clerk and the other student becomes the customer. Based upon the illocutionary competence that each student exhibits for each role, a teacher can grade on a scale between one to three. One being the lowest scale, and three being the highest scale. The best way to create a favorable performance based assessment, Parrish (2004) suggests that each team consist of two interlocutors, who role-play with each other, and one observer who assesses the performance of each student with a performance based rubric. At the end of each role-play, each person in the team switches roles (p.265).

In Chapter IV, I will provide a sample rubric for you to readapt to the needs of your

specific situation. Furthermore, I encourage you to develop your own rubric so that you can see how best to apply it to your classroom needs.

Scoring keys are another useful assessment instrument to assess your EFL students with. Hopefully, you will have an opportunity to utilize scoring keys as a means to to both grade and assess your students at some point; before you do, however, you need to gain a clearer understanding of how scoring keys are used. The first step towards creating your scoring key will be predicated upon how many questions will be actually on your test. Furthermore, your test should contain questions which can be answered by multiple-choice questions or statements. I personally recall a professor who told me four possible multiple-choice questions should be considered adequate for any given test because the desired level of difficulty is a function of how varied the questions are. Finally, for written tests and verbal tests a performance based rubric is preferred for obvious reasons. Brown and Abeywickrama (2010) clarify the two primary principles associated with the multiple-choice format choices: one is practicality, and the second is reliability. In addition, multiple-choice tests provide a testing procedure that is easy to score and grade (p. 67).

After test questions are decided upon, a teacher can make a scoring key for all of the correct answers on the multiple-choice test. First mark all of the corresponding correct answer key choices with a black oval, then place them under a clear sheet of plastic. Carefully, mark each oval with a black marker so that the correct answers are aligned with the already corrected sheet that lay underneath the clear plastic. Remove the clear plastic sheet than save it for subsequent tests that be eventually graded.

Located in Module V (the Appendix), I will provide a sample scoring key for you to readapt to your own needs. However, you must use a computer program to assist in the design aspects of your grading key system.



Module IV: Mixed-Method Approaches

Cooperative Learning and Communicative Language Teaching

A mixed-method approach is best defined by the synergy that it creates when two or more complementary language teaching methods or approaches are combined to create an integrated teaching methodology. Given the overall complexity of teaching within the heterogeneous classroom, a mixed-method approach offers more than just one fixed method of teaching because NEST teachers have more freedom to define the parameters which guide them in any given term course or individual lesson.

In Taiwan, NEST teachers should be aware that a mixed-method approach is both favorable and even encouraged by the Ministry of Education. According to Ya-Chun Su (2006), the Ministry of Education introduced a Nine-year Joint Curriculum Plan that focused on the grade levels between grade one and nine (elementary school through middle-school). Furthermore, one of the goals of implementing the nine-year plan was to focus on the communicative aspects of language teaching for students as it relates to their reading, writing, listening, and speaking (p. 267). Su (2006) states the important teaching recommendations delineated in the Nine-year Joint Curriculum Plan: “The guide also stipulates that teachers should provide a variety of opportunities to have students work together as well as communicate with peers or adults, both orally and in writing, confidently and without fear” (p. 267). Stipulated in the 1999 Ministry of Education plan, is the recommendation to implement a communicative approach to teaching; therefore, it is imperative that NEST teachers become more knowledgeable about communicative

language teaching approaches.

Communicative Language Teaching is an approach that is relatively new and was developed out of a need to replace the older outmoded EFL/ESL language teaching methodologies such as the Grammar Translation Method, the Audio-Lingual Method, the Situational Approach and other related methods that rely much upon the rote memorization of grammar, vocabulary, and translation (as cited in Celce-Murcia, 2001, p.) Furthermore, researchers Hsien and Chen (2012) point out the history of the Communicative Language Approach: “Communicative Language Teaching (CLT) was first regarded as a methodology in England in 1970. communication, and its purpose is to develop learners’ communicative competence” (p. 152).

Because of the prevalence of the heterogeneous classroom situation in many of Taiwan’s EFL classrooms, the foreign NEST teacher should be wary of utilizing the older language teaching methods (as mentioned earlier) that have been for the most part ineffective in dealing with the language gap between students that have developed as a byproduct of language-in-education policy issues (as cited in Chen, 2013, p. 159). Therefore, a NEST teacher that works in Taiwan should employ an effective mixed-method approach for teaching EFL to students who are at varied language ability levels and whose suggested aim for learning EFL is to gain communicative competence (according to the Nine-year Joint Plan).

Besides the Communicative Language Teaching approach, the Collaborative Learning Method is another relatively new method for NEST teachers to explore in their classrooms (as mentioned in Module I). In fact, Collaborative Learning Strategies are at the core of my research and is the prime motivation for creating this workbook. Before

going any further, I will introduce a brief theoretical background behind the Collaborative Learning Method.

Roger and David Johnson (1999) began training teachers in 1969 at the University of Minnesota. Moreover, their aim was to train teachers on the use of cooperative learning methods for science education. In fact, the language center formed five key focus areas by which the original cooperative learning education goals were established:

- I. Summarizing and extending the theory on cooperation and competition.
- II. Reviewing the existing research in order to validate or disconfirm the theory and establish what is known and unknown.
- III. Conducting a long-term program of research to validate and extend the theory and to identify (a) the conditions under which cooperative, competitive, and individualistic efforts are effective and (b) the basic elements that make cooperation work.
- IV. Operationalizing the validated theory into a set of procedures for teachers and administrators to use.
- V. Implementing the procedures in classes, schools, school districts, colleges, and training programs (p. 67).

By establishing the five cooperative learning focus activities, Johnson and Johnson (1999) discovered various aspects of cooperative effort that are both essential and non-essential. Essentially, there are five components of cooperative learning which work only when positive cooperative learning is carefully structured (p. 67).

Based upon Johnson and Johnson's (1999) collaborative learning research, they found that there are five essential elements of cooperation that have evolved from their

ground-breaking research study findings in cooperative learning: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing (p. 71). (To review the five essential elements of cooperation, go back to page thirty-eight, and read the first section of Module I: Cooperative Learning Strategies).

The two methods defined, so far, have attributes that are complimentary; therefore, they should be combined in your heterogeneous classes as a means to use an effective mixed-method to effectively meet the needs of your classroom. In the appendix section I will include a lesson plan that illustrates how Cooperative Learning and Communicative Language Teaching work together.



Cooperative Learning and The Natural Approach

Because Roger Johnson and David Johnson's Cooperative Learning Method is an integral part of this workbook and seen as the most useful method for dealing with the heterogeneous student problem in Taiwan, it will be used a primary method for my second mixed-method approach. The secondary approach is one that I highly recommend for NEST teachers in Taiwan and it is called the Natural Approach.

The Natural Approach was developed by Stephen D. Krashen and Tracy D. Terrell several decades ago. Despite being slightly old in terms of the constantly changing field of second language acquisition theories, it retains elements that have been deemed effective in the ESL/EFL classroom over time. In addition, Krashen's language acquisition theory has proven that language acquisition is better than just learning the rules of grammar. Therefore, the dichotomy between acquisition and learning is worth elucidating: According to Parrish (2004) there is a fine distinction between the unconscious processes that occur when a child naturally acquires a language through input and exposure to the language that is acquired naturally. Conversely, when a child, or even an adult, learns a language they are consciously learning the rules of language but not retaining the language as well as they would have if they had acquired the language naturally-by acquisition. For this reason, Krashen suggests that learned language has less permanency than acquired language. Therefore, Krashen's Acquisition-Learning Hypothesis is at the core of the Natural Approach-a method that is used in classroom language acquisition teaching activities (p. 13).

Krashen and Terrell (1983) emphasize that communication skills goals is the fundamental element of his Natural Approach: communication skills are seen as more useful in the long-run compared to learning a language. In addition, grammatical rules need not be a primary concern at the nascent stages of language acquisition because, ultimately, grammar skills will naturally occur over time as a byproduct of using a communicative approach to encourage language acquisition (p. 58).

In the table below are two columns: the left column lists five simple principles of Krashen and Terrell's Natural Approach and in the right column are the attributes of each the corresponding five principles:

Acquisition-Learning Hypothesis	Most of the class time is centered on language acquisition activities which foster communication language development and language learning is seen as a byproduct of acquisition (as cited in Krashen and Terrell, 1983, p. 59).
The Natural Order Hypothesis	Teachers who use the Natural Approach are not as concerned with the common mistakes associated with language students natural order of acquisition-e.g., the third-party singular or the correct usage of the gender specific aspects of Romance languages are seen as higher-order language skills and would not occur naturally at the beginning stages of language acquisition (as cited in Krashen and Terrell, 1983, p. 59).
The Monitor Hypothesis	By using the Monitor Hypothesis, students do not consciously apply the rules of grammar when they speak. However, they can monitor their input in written forms, prepared speech, or homework assignments when necessary (as cited in Krashen and Terrell, 1983, p. 59).

<p>The Input Hypothesis</p>	<p>Because the classroom plays a central role in language acquisition, the input that the students receive in class from the teacher is invaluable to their development of language acquisition (as cited in Krashen and Terrell, 1983, p. 59).</p>
<p>The Affective Filter Hypothesis</p>	<p>Essentially, the Affective Filter Hypothesis is based around the concept that students learn best when they are less anxious speaking with other students and they are not directly reminded of their errors or mistakes that they make. Therefore, students are rewarded for their contributions rather than unduly reminded for their less than perfect acquisition of language (as cited in Krashen and Terrell, 1983, p. 59).</p>

In-sum, Krashen's Natural Approach is an excellent addition to the Collaborative Learning Method because communication, language acquisition, and group activities combine to create an outstanding mixed-method approach for a heterogeneous classroom situation such as Taiwan's EFL classrooms. For this reason, I will include an integrated Cooperative Learning/Natural Approach mixed-method approach in Module V (the Appendix).



Older Teaching Methods vs. Newer Teaching Methods?

The conscious decision to use an older teaching method vs. a newer teaching method, or approach, or vice versa, is one where your personal intuition, experience, and knowledge makes the final decision whether or not a given method (or approach) is beneficial for your class. Notwithstanding, practicality and validity issues come into play as well. In other words, your personal level of EFL teaching experience will reflect the methodologies that you will employ for any given class situation. Furthermore, your practical use of precious class time must consider your course objectives and goals that should be outlined in your lesson plans. Lastly, you must ask yourself “Are my class lessons and materials doing what they were created for?” That is, in order to have validity, your materials, lesson activities, assessment instruments, etc. must do what they are intended for. For example, let us examine some of the teaching methodology decisions that you will most likely encounter while working in Taiwan’s heterogeneous classroom and the methods by which you might use for each situation.

For most Taiwan based NEST teachers, their knowledge of teaching methodologies might seem as foreign as the environment in which they work. This does not come as a surprise because most teachers have only a modicum of experience teaching EFL classes. Personally, I myself have witnessed many fledgling teachers make mistakes while teaching. That in itself, is not such a great issue, however, it does not reflect well if there continues to be no progress made in one’s personal growth within the classrooms in which they teach. Furthermore, personal reflection, after your

classes, should allow you to question yourself: How well did I teach today? If you feel as though your class should have run more efficiently, what could you have done to make it more efficient?

Older methods such as the Grammar Translation Method or the Audio-Lingual method are not intrinsically bad, they are just less useful than the more communicative language methods (as mentioned in the last module section). In the first module (p. 38), I had elucidated the prevalence and domination of the Grammar Translation Method that has existed in the Taiwanese EFL system for years. If the translation of grammar is the most appropriate focus at a *specific moment* in your class, use it. If not, *do not* use it. In other words, ask yourself the degree of importance that translation plays in your overall lesson plan.

According to Betty Parrish (2004), the PPP approach was a response to the older drill-response method of teaching associated with the Audio-Lingual method. Furthermore, the contextualized concept of lesson planning development places the following emphasis on three specific stages of planning: Presentation, Practice, and Production (p. 55). Hypothetically speaking, let us say you have a one and a half hour class and your lesson plan is divided into the three stage PPP lesson planning model: First you present your material, then you have the student practice the material. Finally, the students produce the material that is taught. Based on the PPP model, a NEST teacher might decide to pre-teach some vocabulary at the beginning presentation phase of the lesson. The Grammar Translation Method and the Audio-Lingual come into play because the teacher first presents the new vocabulary words which are associated with a corresponding dialogue. Understandably, the students themselves often have not

learned the phonemic (phonetic sounds) sounds of the new English words; therefore, the NEST teacher repeats the word slowly then might choose to translate the English word into Mandarin Chinese for the easy clarification of the word in question. The further translation of the Chinese version into the English and vice versa touches on the main concepts associated with the Grammar Translation Method because the main focus is the translation of the foreign language (English) into the native language (Mandarin Chinese). Similarly, the grammar associated with the syntactic structure of the contextualized vocabulary word further emphasizes the evidence of a Grammar Translation based method at a micro-scale within the lesson.

The example given is a common one, I myself had done that type of translation for some of my classes as a means to pre-teach vocabulary. However, if you are currently a NEST teacher who is teaching students, you will realize, for the most part, that they prefer peer-to-peer communication or group based activities. Therefore, you should use a more modern interactive approach to teaching such as the earlier mentioned Collaborative Learning Method or Communicative Language Teaching.



Peer-to-Peer or Group Practice?

Alongside having to choose specific teaching methodologies for your class, you will have to assign different interactive class tasks as a means to encourage your students to practice and produce (remember the three PPP lesson format mentioned on p. 50?) new language skills in a meaningful manner.

Essentially, you will have to find creative ways in which you assign class tasks during specific times during the course of any given class period. Specifically, however, you will have to ask yourself is this group based exercise appropriate for what I am trying to teach? Betty Parrish (2004) emphasizes the rationale for implementing or not implementing activity work with a partner: If the activity that you choose is learner-centered and communicative in nature then the exercises that are best suited for them are inherently group based. However, if the work is intrinsically geared towards individual student work-e.g., fill-in-the blank exercises- then it is better to have students work individually, rather in groups (p. 210).

Another key factor worth mentioning is the decision to pair students as homogeneous pairs or heterogeneous pairs. Assuming you are a NEST teacher in one of Taiwan's many language schools, you might be inclined to group homogenous or heterogeneous groups in the most expedient way; however, it is worth examining an advantage and a disadvantage of assigning the same or mixed proficiency parings or groups of students to specific groups. Parrish (2004) states that one of the advantages of paring mixed proficiency students together is that language proficient students can assist

students of lower proficiency levels, thus assuming the role of peer leader. However, beginning level students often prefer to work with students whom are at the same level of EFL language abilities (p. 209).

It is tempting for an inexperienced NEST teacher to assign tasks that are best left for individual student work, but when in doubt, ask yourself if the activity is best geared towards the interests of your students or just a means to arbitrarily avoid any specific objective that suits the language goals of your students.

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Module V: Appendix

Cooperative Learning Lesson Activities (as cited in Kagan, 1995, p.14)

Fig. 4. Overview of Selected Structures

Structure	Brief Description	Functions Academic & Social
Teambuilding		
Roundrobin	Each student in turn shares something with his or her teammates.	Expressing ideas and opinions, creation of stories. <i>Equal participation, getting acquainted with teammates.</i>
Classbuilding		
Corners	Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.	Seeing alternative hypotheses, values, problem-solving approaches. <i>Knowing and respecting different points of view, meeting classmates.</i>
Communication Building		
Match Mine	Students attempt to match the arrangement of objects on a grid of another student using oral communication only.	Vocabulary development. <i>Communication skills, role-taking ability.</i>
Mastery		
Numbered Heads Together	The teacher asks a question, students consult to make sure everyone knows the answer, then one student is called upon to answer.	Review, checking for knowledge, comprehension. <i>Tutoring.</i>
Color-Coded Co-op Cards	Students memorize facts using a flash card game. The game is structured so that there is a maximum probability of success at each step, moving from short-term to long-term memory. Scoring is based on improvement.	Memorizing facts. <i>Helping, praising.</i>
Pairs Check	Students work in pairs within groups of four. Within pairs students alternate—one solves a problem while the other coaches. After every two problems the pair checks to see if they have the same answers as the other pair.	Practicing skills. <i>Helping, praising.</i>
Concept Development		
Three-Step Interview	Students interview each other in pairs, first one way, then the other. Students each share with the group information they learned in the interview.	Sharing personal information such as hypotheses, reactions to a poem, conclusions from a unit. <i>Participation, listening.</i>
Think-Pair-Share	Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; they then share their thoughts with the class.	Generating and revising hypotheses, inductive reasoning, deductive reasoning, application. <i>Participation, involvement.</i>
Team Word-Webbing	Students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept.	Analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts. <i>Role-taking.</i>
Multifunctional		
Roundtable	Each student in turn writes one answer as a paper and a pencil are passed around the group. With Simultaneous Roundtable more than one pencil and paper are used at once.	Assessing prior knowledge, practicing skills, recalling information, creating cooperative art. <i>Team-building, participation of all.</i>
Inside-Outside Circle	Students stand in pairs in two concentric circles. The inside circle faces out; the outside circle faces in. Students use flash cards or respond to teacher questions as they rotate to each new partner.	Checking for understanding, review, processing, helping. <i>Tutoring, sharing, meeting classmates.</i>
Partners	Students work in pairs to create or master content. They consult with partners from other teams. They then share their products or understanding with the other partner pair in their team.	Mastery and presentation of new material, concept development. <i>Presentation and communication skills.</i>
Jigsaw	Each student on the team becomes an "expert" on one topic by working with members from other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic.	Acquisition and presentation of new material, review, informed debate. <i>Interdependence, status equalization.</i>
Co-op Co-op	Students work in groups to produce a particular group product to share with the whole class; each student makes a particular contribution to the group.	Learning and sharing complex material, often with multiple sources; evaluation; application; analysis; synthesis. <i>Conflict resolution, presentation skills.</i>

Deardorff's Process Model of Intercultural Communication

(as cited in Deardorff, 2006, p. 256)

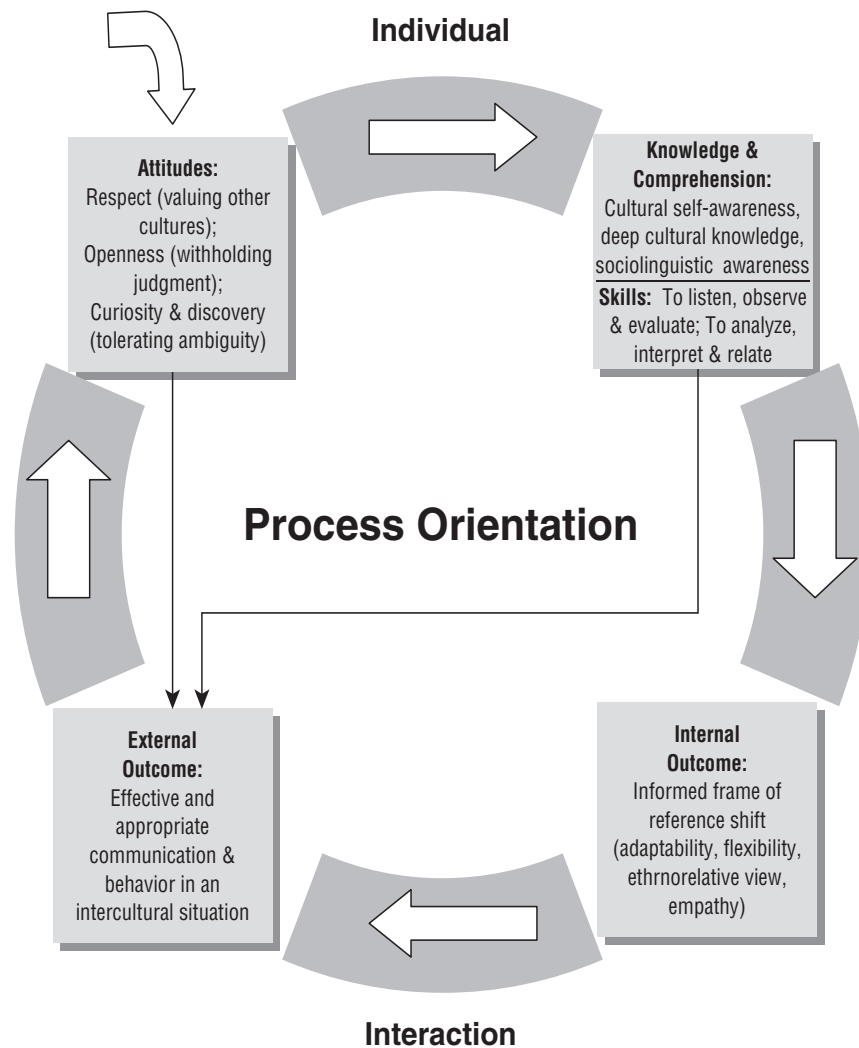


Figure 4. Process Model of Intercultural Competence

Source: Deardorff (2004).

Note: Begin with attitudes; move from individual level (attitudes) to interaction level (outcomes). Degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills achieved.

Assessment Instrument: Sample Scoring Key

12/14/2015

Catpin Bubble Test Generator

IELFPT-Integrative ESL Placement Exam

SCORE	GRADE
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Name: _____ Date: _____

Teacher: Donald Jacobson Room: 2 Semester: Fall

Grammar

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
4. ☐ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☐ C ☐ D
6. ☐ A ☐ B ☐ C ☐ D
7. ☐ A ☐ B ☐ C ☐ D
8. ☐ A ☐ B ☐ C ☐ D
9. ☐ A ☐ B ☐ C ☐ D
10. ☐ A ☐ B ☐ C ☐ D
11. ☐ A ☐ B ☐ C ☐ D
12. ☐ A ☐ B ☐ C ☐ D
13. ☐ A ☐ B ☐ C ☐ D
14. ☐ A ☐ B ☐ C ☐ D
15. ☐ A ☐ B ☐ C ☐ D
16. ☐ A ☐ B ☐ C ☐ D
17. ☐ A ☐ B ☐ C ☐ D
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19. ☐ A ☐ B ☐ C ☐ D
20. ☐ A ☐ B ☐ C ☐ D
21. ☐ A ☐ B ☐ C ☐ D
22. ☐ A ☐ B ☐ C ☐ D
23. ☐ A ☐ B ☐ C ☐ D
24. ☐ A ☐ B ☐ C ☐ D
25. ☐ A ☐ B ☐ C ☐ D

Vocabulary

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
4. ☐ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☐ C ☐ D
6. ☐ A ☐ B ☐ C ☐ D
7. ☐ A ☐ B ☐ C ☐ D
8. ☐ A ☐ B ☐ C ☐ D
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23. ☐ A ☐ B ☐ C ☐ D
24. ☐ A ☐ B ☐ C ☐ D
25. ☐ A ☐ B ☐ C ☐ D

Reading

1. ☐ A ☐ B ☐ C ☐ D
2. ☐ A ☐ B ☐ C ☐ D
3. ☐ A ☐ B ☐ C ☐ D
4. ☐ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☐ C ☐ D
6. ☐ A ☐ B ☐ C ☐ D
7. ☐ A ☐ B ☐ C ☐ D
8. ☐ A ☐ B ☐ C ☐ D
9. ☐ A ☐ B ☐ C ☐ D
10. ☐ A ☐ B ☐ C ☐ D
11. ☐ A ☐ B ☐ C ☐ D
12. ☐ A ☐ B ☐ C ☐ D
13. ☐ A ☐ B ☐ C ☐ D
14. ☐ A ☐ B ☐ C ☐ D
15. ☐ A ☐ B ☐ C ☐ D
16. ☐ A ☐ B ☐ C ☐ D
17. ☐ A ☐ B ☐ C ☐ D
18. ☐ A ☐ B ☐ C ☐ D
19. ☐ A ☐ B ☐ C ☐ D
20. ☐ A ☐ B ☐ C ☐ D
21. ☐ A ☐ B ☐ C ☐ D
22. ☐ A ☐ B ☐ C ☐ D
23. ☐ A ☐ B ☐ C ☐ D
24. ☐ A ☐ B ☐ C ☐ D
25. ☐ A ☐ B ☐ C ☐ D

Assessment Instrument: Performance Based Rubric (as cited in Parrish, 2006, p. 265)

Assessment Rubric		Competency: Calling in sick to work		
1 needs improvement 2 adequately conveys information 3 very clearly conveys information; pronunciation is intelligible; uses appropriate intonation				
	1	2	3	Comments
Uses appropriate opening				
Makes request appropriately				
Gives reason for missing work				
Gives expected length of absence				
Uses appropriate Closing				

Adaptation of Lanning and Parrish's Performance Based Rubric

Mixed-Method Based Lesson Plan

Collaborative Learning/Communicative Language Lesson	Objectives	Lesson Stages
<p>Class Description: Heterogeneous Classroom</p> <p>Setting: Taiwan</p> <p>Time: 1.5 hours</p> <p>Materials: Topic handouts</p> <p>Assumptions: Students are at various levels of language acquisition.</p>	<p>Learners will: be able to gloss over lesson topic material so that they can read, speak, and communicate inter-dependence with other group members will allow them to review and present the learned topic material to the class.</p>	<p>Pre-reading: Teacher distributes topic handout to students, then places them into groups</p> <p>Reading Activities: Jigsaw Activity: group members become experts in their topic then share their information with members of the same topic group.</p> <p>Post-reading: Students discuss their findings with other group members.</p>
Collaborative Learning/Natural Approach Language Lesson	Objectives	Lesson Stages
<p>Class Description: Heterogeneous Classroom</p> <p>Setting: Taiwan</p> <p>Time: 1.5 hours</p> <p>Materials: Pictures associated with separate topics</p> <p>Assumptions: Students are at various levels of acquisition</p>	<p>Learners will: be able to work in small group (3-5 students) and interdependently work together so that they can associate pictures according to like topical groupings –i.e., they are grouped according to the topics that they represent.</p>	<p>Pre-listening activity:</p> <p>T introduces the topic to the Ss, then distributes twenty assorted pictures to each group of Ss.</p> <p>While-listening:</p> <p>T directs Ss to find pictures that belong to the same category, then has them place them in their corresponding groupings. (T specifies the amount of groupings for the exercise).</p> <p>Post-listening: S present their groupings with the other Ss.</p>

Lesson plan adaptations: (as cited in Parrish, 2006, p. 171) (as cited in Krashen, 1983, p. 126)